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Seventh Annual Catalogue

Liberty-Piedmont Institute

WALLBURG

Davidson County North Carolina

1909-1910

Seventh Annual Catalogue

—— OF ——

LIBERTY-PIEDMONT INSTITUTE

Wallburg, North Carolina

Davidson County

1909-1910

School Calendar for Session 1909-1910

August 30—Beginning of Session.
November 25—Thanksgiving Day—a holiday.
December 13-17—Fall Term Examinations.
December 18 to January 2—Christmas Vacation.
January 3—Beginning of the Spring Term.
February 21—Anniversary of Literary Societies.
April 28 to May 4—Spring Term Examinations.
May 5-6—Commencement.

BOARD OF TRUSTEES

President, Archibald Johnson.....Thomasville, N. C.
Secretary and Treasurer, C. M. Wall.....Wallburg. N. C.
J. W. Noell Lexington, N. C.
P. M. Snider.....Silver Hill, N. C.
Z. T. Sharp Linwood, N. C.
G. P. Crutchfield.....Greensboro, N. C.
G. W. Wall..... Wallburg, N. C.
J. S. Moore.....Greensboro, N. C.
Rev. William Hedley.....Reidsville, N. C.
Rev. C. E. Maddry, A. B.....Greensboro, N. C.
Rev. J. B. Richardson, B. A., D. D.....High Point, N C.

INSTRUCTORS

HERBERT W. EARLY, A. B., Principal,
Wake Forest College.

MISS SALLIE LAVINIA LEWIS, Lady Principal,
Normal and Industrial College, Greensboro, N. C.

MISS MARY WHITAKER,
Oxford Seminary.

MISS LULA C. MOTSINGER,
Salem Female College.

MISS MINNIE C. BRITT, Matron.

Other instructors to be elected.

78830



Main Building

HISTORY OF THE SCHOOL

THE SCHOOL was established in 1903 by the Liberty Association. The Association, feeling the need of having within its own limits a school where young men and young women could be prepared for college and for the duties of life, erected at Wallburg a commodious building and employed teachers, who, by their tireless efforts and faithfulness, have made the institution more than meet the expectations of its most hopeful friends. In 1907, the Piedment Association decided to unite with the Liberty Association in supporting the School, and the name was changed from Liberty Institute to Liberty-Piedmont Institute.

In January, 1908, the main building was destroyed by fire, but the use of temporary buildings was secured, and the school continued to do successful work until the end of the session. The friends of the Institute, not discouraged as a result of the loss of the building, decided to attempt even greater things, and today there stands where the old building was located one of the best school buildings in North Carolina.

LOCATION

We feel sure that the founders of the institution made no mistake in establishing the school at Wallburg. This beautiful little village is in Davidson County, and is nine hundred and sixty feet above the sea-level. It is ten miles from High Point, ten from Thomasville, eight from Winston-Salem, and twenty-two from Greensboro. The mountains, which are about forty miles distant, can be seen in two directions from the school-building. The water is pure, the air bracing; and there are few sections, if any, in the State where the people enjoy better health. The village is removed from the temptations incident to city life, and is alive to every interest looking to the moral and the intellectual welfare of its people.

Perhaps no other village in the State, of the same size, has more modern improvements. It has an electric light plant, waterworks, and sewerage. It has a daily mail from High Point and

telephone connections with Winston-Salem and other parts of the State through the Southern Bell Company. These and other modern improvements make it an ideal location for a school of high character.

The preaching service, Sunday-school and prayermeeting are well attended, and their refining and religious influence is deeply felt. Drinking and other forms of vice, usually so common in large towns, are almost unknown. Parents may send their boys and girls to Liberty-Piedmont Institute, feeling sure that they will be protected from every immoral influence.

BUILDINGS

Parents like to know, when their children leave home, that the school to which they go is pleasant, homelike, and helpful. We invite patrons and friends of the school to inspect our accommodations and school work.

The main bulding, which cost about $18,000, is a new brick structure. It is commodious, well arranged, and thoroughly comfortable. The arrangements for ventilation, heating, and drainage are excellent, and everything that experience could suggest has been done to promote comfort and health. The entire building is heated by low pressure steam, lighted by electricity, and supplied with water, for both drinking and bathing purposes, by a splendid system of waterworks.

The first story contains the Dining Room (which is large enough to accommodate one hundred students), the Kitchen, three Recitation Rooms, and a Cloak Room. The second story contains the Auditorium, with a seating capacity for six hundred, two Recitation Rooms, Music Room, Library and Reading Room, and a Society Hall. The third story is used as a dormitory for girls, and will easily accommodate fifty. Each room is large, well ventilated, heated by hot water, and contains two closets for clothes. The third story also contains Bath Rooms. The Lady Principal lives in this building, and all girls placed here are under her special care.

There are two dormitories for boys—the "Boys' Home" and the "Vann Home." Both of these are comfortable buildings, and are lighted by electricity. The Principal of the School lives in the "Vann Home."

PURPOSES

Liberty-Piedmont Institute was established to supply the long-felt need of our people. It is the purpose of the Trustees and the Faculty to promote the interests of our people along all possible lines, but above all else will they strive to sow seeds of truth in the minds and hearts of the young, causing them to develop into men and women who will be the stay of Church and State.

The school aims to strengthen and develop mind and character; to provide, in a homelike atmosphere, the best opportunities for social and intellectual culture; and, at the same time, to quicken those elements of character that make for the best manhood and womanhood. The school aims to broaden and enrich life by cultivating an appreciation of the best things—in a word, to bring out the best there is in the student and to aid him or her in becoming both a power in the home and a useful and happy member of society. It recognizes the need of cultivating the spirit of freedom, self-reliance and self-control.

Stress is laid on personal intercourse between teachers and students, and on the general tone and atmosphere of the school. Teacher and pupil are more to each other than instructor and instructed—they are friends. But no false idea of friendliness ever leads a teacher to lay aside the dignity becoming his or her position.

We believe that we offer advantages that the public schools cannot give. In addition to the closer supervision of work and conduct, the opportunities of helpful contact of teacher and student are of great value. The bright student is not hampered by the inflexible grades of the public school, while the student, who, for any reason, is deficient in any branch may supply his needs without holding back his other work. We endeavor to keep classes small enough for each student to have personal attention to his special need.

HEALTH

The health of the students is considered of primary importance. The locality being healthful and the sanitary conditions excellent, there is no reason why students, who do not violate the laws of health, should get sick. In case of sickness, however, the services of a good physician, who lives near the school, can be had at a reasonable cost. The teachers consider it their duty to advise students in regard to their health as well as their studies.



Section of Dining Room.

BOARD

Teachers and students sit at the same table. The tables are supplied with food that is wholesome, palatable, and prepared in the best manner. The Matron will spare no pains to make this department entirely satisfactory. The Dining Room, located in the main building, is a large, well ventilated, attractive room.

We advise all students to take their meals in school. However, young men who so desire can make arrangements for club-boarding. The price of board is thus reduced to its actual cost, which seldom exceeds $7.00 per month.

CO-EDUCATION

Doubtless there are those who will hesitate to patronize our school because it is a co-educational institution. Most people readily admit the refining and helpful influence that co-education has upon boys, but there are a few that deny that it is beneficial to girls. One of our most successful teachers has this to say about co-education: "Society binds men and women into families, and there is no good reason why they should be separated during the years of preparation for that union. The association of boys and girls in school gives to each a better appreciation of the other. Girls and boys mingle with one another in their homes, under parental supervision. In school this association should, to a limited degree, continue, with conscientious teachers acting the part of parents. Co-education makes young men honorable, courteous, and refined; young women earnest, dignified, and discreet."

For the benefit of those who might hesitate to send their girls to Liberty-Piedmont Institute because it is co-educational, we will say that social intermingling between boys and girls is not permitted except under the eye of a teacher.

RELIGIOUS PRIVILEGES

The work of each day begins with religious exercises, which all students are required to attend. *But the religious beliefs of students are not interferred with.* All students are urged to attend Sunday school, which, hereafter, will meet in the Auditorium. The Young Men's Prayer Meeting, which is held every Tuesday evening, is



Section of the Philotechnic Society Hall

usually well attended. Students also have the privilege of attending preaching services on Sunday and the Wednesday evening prayer meeting. Parents may send their children to Liberty-Piedmont Institute, knowing that they are surrounded by Christian influences.

DISCIPLINE

The discipline is firm, but kind. We have as few rules as possible; only those that are necessary to the safety, peace, and success of the school and community are made. The discipline that is required is for the best interests of both pupils and school. Students are expected to conduct themselves as ladies and gentlemen, and to give proper diligence to their studies. It is the policy of the school to rely more upon the honor and good sense of the students than upon any system of petty rules. Such rules, however, as are necessary to the welfare of the school will be strictly enforced. It is assumed that all students, upon entering the school, pledge their obedience to the authority of the Principal and his assistants. Implicit confidence is placed in all students as long as their conduct warrants such a trust. A student who fails to conform to the usages and regulations of the school, or proves untrustworthy, or exercises a harmful influence, or neglects his studies, is liable at any time to be removed, even if there is no special act of insubordination.

To make a success of school life requires hard work, and all students who come to our school are expected to do their best. The purpose of the school is to surround the students with those influences that will cause them to develop into refined, cultured, and noble men and women. They are taught to aim at the best things in life.

LITERARY SOCIETIES

There are two Literary Societies in the school—the Philotechnic for young men and the Princess for young ladies. Both of these Societies have rooms in the main building. The Philotechnic meets every Friday evening for practice in debate, declaiming, and other kinds of literary work. The Princess meets once a week, and the benefit derived from the work in which its members engage is very apparent. Every student, who is old enough, is advised to join one of these Societies. A handsome medal is given by the Philotechnic



A Girl's Bedroom

Society to that one of its members who delivers the best oration on Commencement Day. Members of the Princess engage in a reading contest during the Commencement exercises, the winner receiving a beautiful medal.

Public entertainments are given by the Societies from time to time.

LIBRARY

The Library, though small at present, contains books that have been selected with much care. Several friends of the school have recently donated some valuable books. The "Libary Fund" continues to grow, and the amount now in the hands of the treasurer will, before the opening of another session, be expended in the purchase of new books. The Library is open each day, and should be constantly useful to the student in his reference work, as well as in his general reading.

THE READING ROOM

The Reading Room is supplied with several of our best daily and weekly papers, together with some standard magazines. Among the periodicals found in the Reading Room may be mentioned the following: The Circle, McClure's Magazine, Current Literature, Lippincott's Magazine, The Literary Digest, The Saturday Evening Post, The American Boy, Education, Table Talk, The Outing Magazine, The Ladies' Home Journal, The Wake Forest Student, The University of North Carolina Magazine, The Washington Post (daily), The Charlotte Observer (daily), The Winston-Salem Journal, The High Point Enterprise, The Lexington Dispatch, The Union Republican, The Greensbero News, The Sunday School Times, The Biblical Recorder, and Charity and Children.

EXAMINATIONS AND REPORTS

All students who do not make a total average of ninety-five one-hundredths of the maximum grade are required to stand examinations at the end of each term. Short examinations and written reviews are had from time to time. Seventy-five per cent must be made in order to pass the examination. Students failing to attain



A Group of Our Girls

this mark are not advanced to a higher class until they make up the deficit to the satisfaction of the teacher.

All students who are absent from class, and do not give a satisfactory reason for their absence, are marked zero. Students who fail on three or more recitations in one week are required to attend school on Saturday morning.

Reports, showing the grade of work and deportment, are sent to parents or guardians four times a year. Monthly reports are sent to parents of students in the Primary Department. Parents are requested to examine these reports carefully, and if they should show unsatisfactory deportment or lack of thoroughness in scholarship on the part of the student, to co-operate with the Principal and teachers in securing better results.

ATHLETICS

All outdoor games, which are not injurious to mind and body, are encouraged. At a recent meeting of the Board of Trustees a committee was appointed and directed to secure ground suitable for an Athletic Park.

LECTURES AND ENTERTAINMENTS

The students have the privilege of hearing from time to time lectures by distinguished speakers. Several entertainments are given during the year by the students.

SCHOLARSHIPS

A scholarship, entitling one to free tuition in Wake Forest College, is given to the young man who makes the highest marks in his studies. In no case, however, is the scholarship given to one whose conduct is not satisfactory. Similar scholarships are offered by the University of North Carolina, Trinity College, and the Oxford Seminary.

THE BAND

The School Band, under the efficient directorship of Mr. Turner S. Wall, meets twice a week for practice, and furnishes good music on public occasions.



The Vann Home (A Dormitory for Boys)

SCOPE OF WORK

We prepare girls for the Sophomore classes of our leading colleges for women, and boys for the Freshman and Sophomore classes of the University and denominational colleges. The work of former students at Wake Forest, Meredith, and other colleges, bears testimony to the thoroughness of our instruction.

To students who, for any reason, are denied the privilege of going to college we give such a course as, in our judgment, will best fit them to meet successfully the exigencies of life. But we advise all students to take, if possible, the course leading to the preparation for college.

COURSE OF STUDY

PRIMARY DEPARTMENT

FIRST GRADE

Primer.
First Reader (Graded Classics).
Phonic Spel'er (Claxton).
Number Work.
Writing.
Language.
Nature Study.
Bible Study: Hymns and Old Testament Stories.
Drawing.
Singing.
Gymnastics: Physical exercises and games.

SECOND GRADE

Second and Third Readers (Graded Classics).
Selections from Classics.
A Spelling Book (Foust and Griffin).
Colaw and Ellwood's Primary Arithmetic.
Writing.
Language.
Drawing.
Nature Study.
Singing.
Bible Study: Continuation of first year's work.
Gymnastics: Physical exercises and games.



L. P. I. Band

THIRD GRADE

Selections from Classics.
History: Reading from Thirteen Original Colonies.
Maury's Elementary Geography.
Colaw and Ellwood's Primary Arithmetic.
A Spelling Book.
Writing.
Language.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Drawing.
Singing.
Gymnastics: Physical exercises and games.

FOURTH GRADE

Selections from Classics.
History: North Carolina History Stories; American History Stories.
Maury's Elementary Geography.
Hyde's Language Lessons, Book I.
Colaw and Ellwood's Primary Arithmetic.
A Spelling Book.
Culler's Physiology, Book I.
Writing.
Singing.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Gymnastics: Physical exercises and games.

INTERMEDIATE DEPARTMENT

FIRST YEAR

Selections from Classics.
Hill's North Carolina History.
Maury's New Complete Geography.
Hyde's Language Lessons, Book I.
Colaw and Duke's Intermediate Arithmetic.
A Spelling Book.
Writing.
Singing.
Bible Study.



The Tennis Club

SECOND YEAR

Selections from Classics.
Westlake's Seventy Lessons in Spelling.
Smith's Our Language, Book II.
Colaw and Ellwood's Advanced Arithmetic.
Maury's New Complete Geography.
Hansell's Higher History of the United States.
Holden's Real Things in Nature.
Culler's Physiology, Book II.
Writing.
Singing.
Bible Study.

HIGH SCHOOL DEPARTMENT

FIRST YEAR

Beuhler's English Grammar.
English Composition.
Masterpieces of American Literature; Selections.
Wentworth's New School Algebra.
Colaw and Ellwood's Advanced Arithmetic.
Colar and Daniell's Beginner's Latin Book.
Montgomery's Leading Facts of English History.
Maury's Physical Geography.

SECOND YEAR

Maxwell and Smith's Writing in English.
English Composition.
Masterpieces of British Literature; Selections.
Wentworth's New School Algebra.
Four Books of Cæsar's Gallic War.
Allen and Greenough's Latin Grammar.
Myers' Ancient History (Revised Edition).
French or German.

THIRD YEAR

Rhetoric.
Literature: College Entrance Requirements.
Cicero and Virgil.
Allen and Greenough's Latin Grammar.
Myers' Midiæval and Modern History.
Wentworth's Plane and Solid Geometry.
Civics.
Elementary Physics.
French or German.



Base Ball Team, 1908-'09

NOTES ON COURSE OF STUDY

The Primary Department is under the management of Miss Lula C. Motsinger, a graduate of the Salem Female College. The aim is to give a happy and normal development to the children, while a foundation for subsequent work is laid. Care is taken not to over tax young children in the work outlined.

In the Intermediate Department great attention is given to English, this subject being recognized as the foundation for successful work in the High School Department.

In the High School Department thorough preparation is given for entrance to college. The instructors are college graduates who keep in close touch with the college entrance requirements. In this Department, as in the Intermediate, special stress is put upon the work in English. Spelling is required in all grades until the student proves himself efficient in the subject. Constant practice in English Composition is required of all students.

The course in Literature is supplemented by adding to the work of the text-book oral instruction. The object is to familiarize the student with the best works of the best authors, and to help him to understand why they are good. The student is taught how to read and study books in such a way as to make them useful to him.

MUSIC

This Department is under the control of Miss Mary Richard Whitaker, a graduate of Oxford Seminary, and who bears testimonials of excellent work done while in that institution.

Instruction is supplemented by brief lectures on the great composers, with illustrative selections from their works and by occasional musicals.

BIBLE STUDY

Believing that no system of education that does not include God's Word is complete, we have arranged a course for the systematic study of the Bible. This instruction, however, is in no sense doctrinal, the Bible being treated as literature and history. Special attention will be given to the study of the New Testament. All students are advised to take this course.



Boys' Home

ELOCUTION

The aim of this Department is to aid the student to that command of his powers as thinker, writer, and speaker, which is necessary for natural and effective speech. Every effort is made to give him a clear conception of the meaning of the selection, and then to help him to express forcefully, gracefully, and naturally the thought conveyed.

CURRENT EVENTS

As the Reading Room is supplied with some of the best papers and magazines, no student need be ignorant of what is going on in the world. In order, however, to stimulate interest, a Current Events Class will be organized, which will meet once a week. It is expected that every student, of the proper age, will become a member of this class.

THE WEEKLY ROUTINE

6:30 Rising bell.
7:00 Inspection.
7:15 Breakfast.
8:00 Study period in rooms.
8:30 School opens.
12:30 Dinner.
1:30 School re-opens.
3:45 Recreation and athletic sports.
6:00 Supper.
7:00 Study period.
9:30 Quiet recreation.
10:00 Retiring bell.

EXPENSES PER MONTH

Primary Department	$1.00 to $1.75
Intermediate Department	2.00 to 2.50
High School Department	3.00 to 3.50
Music (Piano)	2.50
Use of Piano for Practice	.25
Elocution	2.50
Board, including room-rent, lights, and fuel	9.00
Incidental Fee	.10

All students who board and room in school, upon matriculating, make a contingent deposit of $1.00 for the entire session.



A Scene from the "Revel of the Naiads"

This deposit is liable for any injury to school property for which students are responsible. At the end of the session it is returned, after deducting any charges that may have been recorded against it.

TERMS

All bills are payable at the beginning of each month. Unless a student is absent two consecutive weeks of the same school month, no deduction will be made in board or tuition.

To all parents who send three or more children a discount of ten per cent will be given in the literary tuition. Any one desiring special terms must make them before the entrance of the student.

Make all checks payable to Liberty-Piedmont Institute.

FURNISHINGS

All boarding students should provide themselves with a pair of sheets (for double bed), a pair of pillow cases, blankets, laundry bag, counterpane, towels, soap, four napkins, and a napkin ring. Students are also required to furnish their rooms with a pitcher and wash-bowl, which can be bought here at a reasonable price.

REMARKS TO PARENTS

Parents and guardians are earnestly requested not to encourage irregular attendance; not to allow their sons or daughters to be absent from either the opening or the closing exercises of the session. Students who enter late are handicapped throughout the session. Every absence from recitation causes a decrease in interest. The work of the session is not finished until the final examinations have been held. In case of necessary irregularity, parents are requested to notify the Principal of the existing necessity. Permission is not granted boarding students to leave the place in term time—special or urgent cases excepted—only on written request of parent or guardian.

Parents are requested to provide their children with only a reasonable amount of spending money.

Patrons should always write to the Principal, and not to their children, in regard to changes in study, permission to visit, or other special privileges.

In case of complaint on the part of a student, the parent is requested to see or write to the Principal in regard to the same.

Parents are asked to communicate freely with the Principal relative to matters pertaining to the welfare of their children.

It is expected that parents will co-operate with the school in maintaining such regulations as experience has shown to be necessary for the best interest of those committed to its care.



TESTIMONIALS

From Mr. J. W Noell, Secretary and Treasurer Eureka Trouser Company, Lexington, N. C.

Having been a patron—and will continue to be as long as I have any children to prepare for college—I take pleasure in commending Liberty-Piedmont Institute to parents seeking the best work at moderate and reasonable prices.

The location I consider admirable, being in the country away from temptations which cannot be avoided in the towns and cities, yet within easy reach of the main line of the Southern Railway Co.

More satisfactory work I have never seen than was done the past year by my daughter. I conscientiously say no one will make a mistake by placing his son or daughter in Liberty-Piedmont Institute, under the wise and capable management of Prof. Early and his splendid teachers.

From Col. Wm. A. Blair, Vice-president and Cashier of The Peoples National Bank, Winston-Salem, N. C.

It was my great privilege, recently, to visit the Liberty-Piedmont Institute and to meet the pupils and teachers and to make an investigation of the work which they are doing. It gives me pleasure to say that the building is a surprise and a revelation to any visitor, being well appointed and magnificient in every way.

The teachers are doing good work and their results are striking and interesting.

The student body impresses one as being far above the average.

The influence and surroundings of the school are ideal. No parent will make a mistake in sending a son or a daughter to Liberty-Piedmont Institute. It gives me pleasure to say this.

From Rev. R. T. Vann, D. D., President of Meredith College, Raleigh, N. C.

I consider the Liberty-Piedmont Institute one of our best secondary schools, both in the work it does and in its religious spirit. The students that have come to us from that school have not only entered well but have maintained themselves creditably in their classes.

From Rev. M. L. Kesler, Manager of the Baptist Orphanage, Thomasville, N. C.

To all who wish to send their boys and girls to a good High School, I can most heartily recommend the Liberty-Piedmont Institute for several reasons: It is in a small village composed of excellent people in which the leading citizens have sacrificed much for the school, insuring their continued interest in its highest welfare; it is a denominational school, though not unpleasantly so, and stands for Christian education; it not only stands for religion and morals, but does solid work in every way. Here is the place for our boys and girls who seek to prepare themselves for the highest in life.

From Prof. Jno. B. Carlyle, Wake Forest College.

It gives me pleasure to bear testimony to the high character of the work done in the Liberty-Piedmont Institute. Its students, who have entered Wake Forest College, in the thoroughness of their preparation and the excellence of their deportment, have reflected great credit on the Institute.

Its Principal, Mr. H. W. Early, made a splendid record in college, and has achieved success in teaching. I cordially commend this school as worthy of liberal patronage.

From Prof. P. S. Vann, Supt. Public Instruction of Davidson Co., Lexington, N. C.

No institution in the State is doing more thorough work than Liberty-Piedmont Institute. There is not a more beautiful building nor a better equipped building to be found anywhere. The location is all that could be desired. It is entirely free from malaria and fever. The record of the faculty and students in their activity in religious work has been beautiful.

From Mr. Archibald Johnson, Editor Charity and Children, Thomasville, N. C.

I have been brought into quite close contact with many of our North Carolina High Schools, and do not hesitate to say that the Liberty-Piedmont Institute stands in the front rank with the very best.

The students in the different colleges, that have gone out from the school, have given it a high reputation because of their thorough preparation and excellent department.

Its fortunate location, and its freedom from the evil influences that surround centers of population make it a safe place for boys and girls in the formative period of their lives.

From His Excellency, Governor W. W. Kitchin, Raleigh, N. C.

I know the Liberty-Piedmont Institute, situated at Wallburg, North Carolina.

It is located in a healthful country community of splendid people. It is under excellent management, and is doing a great work. I cheerfully commend it to the public.

MISCELLANEOUS

All students are required to use books adopted by the school. The right to change text-books without notice is reserved; therefore, we advise students not to buy books before entering. Books and stationery can be obtained here.

Classes will be formed at the beginning of each term, and students who enter late must join classes already formed.

The Principal is always glad to answer any question and to assist in any way in making arrangements for board, room, and so forth.

Patrons and other friends of the school are invited to visit us at any time.

All linen should be marked with full name.

Arrangements can be made for laundry work at reasonable rates.

Stndents from a distance will come to Winston-Salem, High Point, or Thomasville, where they will be met on August 30th and January 3rd, if the Principal has been notified, and conveyed to Wallburg for fifty cents; except on these days a charge of one dollar will be made.

Letters and packages should be addressed in care of Liberty-Piedmont Institute. Packages sent by express (Winston-Salem is the nearest express office) should be prepaid.

Our class-rooms are furnished with patent desks, the best blackboards, maps, and other equipment.

Telegrams should be sent to Winston-Salem, (care of Liberty-Piedmont Institue), from which place they will be telephoned to the Institute at once, without extra expense.

Parents will please remember that we have separate dormitories for boys and girls, and that no social intermingling is allowed except under the eye of a teacher.

All privileges depend upon promptness, regularity, satisfactory class-work and general deportment.

Students who do not join one of the Literary Societies are required to remain in their rooms while the Societies are in session.

No student is allowed to keep in his possession any firearm or other dangerous weapons, without permission from the Principal.

Every young man before he matriculates takes the following pledge: *"I will not smoke cigarettes; I will not drink intoxicants; I will not use profane or obscene language; I will not play cards or gamble in any way; I will refrain from any conduct, both in and out of school which I believe to be hurtful to me or the welfare of the school; I will report to the Principal all damage done by myself to school property; I will apply myself closely to my studies; I will obey cheerfully all the rules and regulations of the school."*

A student who is not willing to subscribe to the foregoing pledge need not apply for admission. We need students; but we desire no one who has no earnest purpose in school life, or whose influence might prove damaging to the school. The members of the school are expected to be ladies and gentlemen in the best sense of the word.

REGISTER OF STUDENTS FOR SESSION ENDING MAY 27th. 1909

Atkins, Geneva	Forsyth County
Beck, Lee	Davidson County
Crump, Harold C.	Davidson County
Crump, Carleton	Davidson County
Craven, Early L.	Davidson County
Clinard, Roscoe	Guilford County
Cox, Avery	Davidson County
Cox, Coy	Davidson County
Cole, Berta	Davidson County
Davis, Floy	Davidson County
Davis, Clara	Guilford County
Everhart, Joseph	Davidson County
Everhart, Archie D.	Davidson County
Everhart, Harvey	Davidson County
Foster, Clyde	Davie County
Feezor, Leroy C.	Davie County
Green, Fred	Davidson County
Green, Ara	Davidson County
Garrison, Arline	Davidson County
Garrison, Jessner	Davidson County
Garrison, Albert	Davidson County
Glascoe, Magdalene	Davidson County
Hester, Howard	Granville County
Huette, Jesse Frank	Davidson County
Hedrick, Payne	Guilford County
Hunt, Harvey	Davidson County
Hine, Early	Davidson County
Hine, Ida	Davidson County
Hine, Carrie	Davidson County
Hine, Annie	Davidson County
Hayworth, Irma	Davidson County
Hayworth, Lillian	Davidson County
Hayworth, Leroy	Davidson County
Hankins, Blair	Davidson County
Hedgecoe, Minnie	Forsyth County
Hege, Joseph	Davidson County
Hiatte, Mack	Davidson County
Hamlin, Leonard	Forsyth County
Hamlin, Blanche	Forsyth County
Idol, Jessie	Forsyth County
Idol, Etta	Davidson County
Kirkman, Blanche	Davidson County

Kirkman, Nellie	Davidson County
Kirkman, Allie	Davidson County
Kirkman, Rubie	Davidson County
Kennedy, George	Davidson County
Lindsay, Lawrence E.	Davidson County
Lindsay, Clara	Davidson County
Lewellyn, Lee	Forsyth County
Motsinger, Conrad F.	Davidson County
Motsinger, Nellie	Davidson County
Motsinger, Eulalia	Davidson County
Motsinger, Maurice	Davidson County
Motsinger, Lucy	Davidson County
Motsinger, Nellie	Davidson County
Motsinger, Jay	Davidson County
Motsinger, Damascus	Davidson County
Motsinger, Carrie	Davidson County
McCuiston, Carl	Davidson County
McCuiston, Lettie	Davidson County
McCuiston, Claude	Davidson County
McCuiston, Walter	Davidson County
Moore, Damascus	Davidson County
Mock, John	Davidson County
Mendenhall, Bunyan	Davidson County
Neal, Lucy E.	Rockingham County
Nelson, Thelma	Davidson County
Nelson, Dora	Davidson County
Noell, Breta	Davidson County
Pruitt, Crawford	Granville County
Puckett, Spurgeon	Granville County
Parish, Winfred	Davidson County
Pickler, Edwin Raymond	Stanley County
Reece, Julia	Davidson County
Reece, Thursie	Davidson County
Reece, Clara	Davidson County
Rominger, Lewis	Davidson County
Shutt, Grover	Davie County
Stone, Wallace	Davidson County
Stone, Walter	Davidson County
Stone, Stewart	Davidson County
Stone, Belvin	Davidson County
Sears, Benjamin B.	Hertford County
Sharp, Ira	Davidson County
Sharp, John	Davidson County
Smith, Lee	Davidson County
Snider, John L.	Davidson County
Spurgeon, Blanche	Davidson County
Teague, Etta	Davidson County

Teague, Harvey Davidson County
Teague, Clay Vann Davidson County
Teague, Ray Davidson County
Teague, Floyd Davidson County
Teague, Mattie Davidson County
Teague, Mamie Davidson County
Tysinger, Charlie Davidson County
Tysinger, Ellis Davidson County
Thompson, Walter B. Davidson County
Trayhnam, Flora Davidson County
Tesh, Eunice Davidson County
Williams, Daniel Kaiser Davidson County
Williams, Martin Davidson County
Ward, Carr Davidson County
Wyre, Mary Davidson County
Wright, Carl Guilford County
Wyre, Marion Davidson County
Wall, Carroll Davidson County
Wall, Mattie Davidson County
Wall, Charles Davidson County
Wall, Fletcher Davidson County
Wall, Gladys Davidson County
Wall, Pervie Davidson County
Wall, Calvin Davidson County
Wall, Leota Davidson County
Wall, Roxie Davidson County
Wall, Evans Davidson County
Wall, Oliver Davidson County
Wall, Ida Davidson County
Wall, Claudia Davidson County
Wall, Lillie Davidson County
Wall, Clara Davidson County
Weavil, Lee Davidson County
Weavil, Lucian Fred Davidson County
Yokely, Lema May Davidson County
Yokely, Wade Davidson County
Yokely, Rosa Davidson County
Yokely, Karan Davidson County
Yokely, Cassie Davidson County
Yokely, Bessie Davidson County
Yokely, John Davidson County
Yokely, Joseph Davidson County
Zimmerman, Earl Davidson County

KING PRINTING COMPANY
WINSTON-SALEM, N. C.

Eighth Annual Catalogue

Liberty-Piedmont Institute

1910
1911

WALLBURG

Davidson County North Carolina

Eighth Annual Catalogue

OF

LIBERTY-PIEDMONT INSTITUTE



Wallburg, North Carolina

Davidson County



1910-1911

School Calendar for Session 1910-1911

August 30—Beginning of Session.
November 24—Thanksgiving Day—a holiday.
December 12-17—Fall Term Examinations.
December 18 to January 2—Christmas Vacation.
January 3—Beginning of the Spring Term.
February 21—Anniversary of Literary Societies.
May 13-20—Spring Term Examinations.
May 22-23—Commencement.

BOARD OF TRUSTEES.

Archibald Johnson, President Thomasville, N. C.
C. M. Wall, Secretary and Treasurer Wallburg, N. C.
P. M. Snider Silver Hill, N. C.
Z. T. Sharp Linwood, N. C.
G. P. Crutchfield Greensboro, N. C.
G. W. Wall Wallburg, N. C.
J. S. Moore Greensboro, N. C.
Rev. C. E. Maddry, A. B. Greensboro, N. C.
Rev. M. L. Kesler Thomasville, N. C.
G. W. Miller Lexington, N. C.
Rev. W. H. Eller Greensboro, N. C.
Rev. W. F. Staley Greensboro, N. C.
W. L. Kivett High Point, N. C.

INSTRUCTORS.

KADER R. CURTIS, A. B. Principal,
Wake Forest College, and Harvard University.
O. A. KELLER, Asst. Principal and Financial Agent.
HELEN W. GRAVES, Lady Principal and Music,
Meredith College, Raleigh, N. C.
MISS ELLA GRAVES THOMPSON, A. B.,
Meredith College, Raleigh, N. C.
MISS SALLIE MAE SNIDER,
Oxford Seminary, Oxford, N. C.
Other instructors to be elected.

Miss Essie Wynne.



Main Building

HISTORY OF THE SCHOOL

THE SCHOOL was established in 1903 by the Liberty Association. The Association, feeling the need of having within its own limits a school where young men and young women could be prepared for college and for the duties of life, erected at Wallburg a commodious building and employed teachers, who by their tireless efforts and faithfulness, have made the institution more than meet the expectations of its most hopeful friends. In 1907, the Piedmont Association decided to unite with the Liberty Association in supporting the School, and the name was changed from Liberty Institute to Liberty-Piedmont Institute.

In January, 1908, the main building was destroyed by fire; but the use of temporary buildings was secured, and the school continued to do successful work until the end of the session. The friends of the Institute, not discouraged as a result of the loss of the building, decided to attempt even greater things, and today there stands where the old building was located one of the best school buildings in North Carolina.

LOCATION.

We feel sure that the founders of the institution made no mistake in establishing the school at Wallburg. This beautiful little village is in Davidson county, and is nine hundred and sixty feet above the sea-level. It is ten miles from High Point, ten from Thomasville, eight from Winston-Salem, and twenty-two from Greensboro. The mountains, which are about forty miles distant, can be seen in two directions from the school-building. The water is pure, the air bracing; and there are few sections, if any, in the state where the people enjoy better health. The village is removed from the temptations incident to city life, and is alive to every interest looking to the moral and the intellectual welfare of its people.

Perhaps no other village in the State, of the same size, has more modern improvements. It has an electric light

plant, water works, and sewerage. It has a daily mail from High Point and local and long distance connections over the Southern Bell Telephone Line, and also telephone connections with the independent lines in the state.

These and other modern improvements make it an ideal location for a school of high character.

The preaching services, Sunday School and prayer-meetings are well attended, and their refining and religious influence is deeply felt. Drinking and other forms of vice, usually so common in large towns are almost unknown. Parents may send their boys and girls to Liberty-Piedmont Institute, feeling sure that they will be protected from immoral influences.

BUILDINGS.

Parents like to know, when their children leave home, that the school to which they go is pleasant, homelike and helpful. We invite patrons and friends of the school to inspect our accommodations and school work.

The main building, which cost about $18,000, is a new brick structure. It is commodious, well arranged, and thoroughly comfortable. The arrangements for ventilation, heating, and drainage are excellent and everything that experience could suggest has been done to promote comfort and health. The entire building is heated by low pressure steam, lighted by electricity, and supplied with water, for both drinking and bathing purposes, by a splendid system of waterworks.

The first story contains the Dining Room (which is large enough to accommodate one hundre and fifty students), the Kitchen, three Recitations Rooms, and a Cloak Room. The second story contains the Auditorium, with a seating capacity for six hundred, two recitation Rooms, Music Room, Library and Reading Room, and a Society Hall. The third story is used as a dormitory for boys and will easily accommodate fifty. Each room is large, well ventilated, heated by hot water and contains two closets for clothes. The third story also contains bath rooms. The Principal lives in this building, and all boys placed here are under his special care.

The old dormitory, known as "The Boys' Home," is devoted to the use of boys who wish to attend school at as low cost as possible. It is a nice building containing twelve rooms for boarders and a dining room and a kitchen. The building is lighted by electricity.

Boys in this building can reduce expenses to the minimum. The rooms are furnished with lights, bed and furniture. Each student pays one dollar a month rent, furnishes his own fire wood, and pays his proportional part for the services of the matron for the building. This matron must be employed subject to the approval of the faculty. This building is right near the main building, and the strictest discipline will be exercised over this building. The rooms and the building will be subject to inspection by the Principal and faculty at all times. No boy will be allowed to remain in this building without obeying the regulations of the school.

The beautiful residence, known as the "Vann Home," is occupied by the Lady Principal, the lady teachers, and the girl boarders. The girls are always associated with these noble Christian workers, and of course enjoy the very best training out of school as well as in school. The strictest moral and religious influences will be over these girls at all times.

Patrons desiring to engage rooms for boys or girls must make a deposit of two dollars per room by August twentieth. This amount will be deducted from the first month's board.

PURPOSES.

Liberty-Piedmont Institute was established to supply the long-felt need of our people. It is the purpose of the Trustees and the Faculty to promote the interests of our people along all possible lines, but above all else will they strive to sow seeds of truth in the minds and hearts of the young, causing them to develop into men and women who will be the stay of Church and State.

The school aims to strengthen and develop mind and character; to provide, in a homelike atmosphere, the best opportunities for social and intellectual culture; and, at the same time, to quicken those elements of character that make



Section of Dining Room

for the best manhood and womanhood. The school aims to broaden and enrich life by cultivating an appreciation of the best things—in a word, to bring out the best there is in the student and to aid him or her in becoming both a power in the home and a useful and happy member of society. It recognizes the need of cultivating the spirit of freedom, self-reliance and self-control.

Stress is laid on personal intercourse between teachers and students and on the general tone and atmosphere of the school. Teachers and pupil are more to each other than instructor and instructed—they are friends. But no false idea of friendliness ever leads a teacher to lay aside the dignity becoming his or her position.

We believe that we offer advantages that the public schools cannot give. In addition to the closer supervision of work and conduct, the opportunities of helpful contact of teacher and student are of great value. The bright student is not hampered by the inflexible grades of the public school, while the student, who, for any reason, is deficient in any branch may supply his needs without holding back his other work. We endeavor to keep classes small enough for each student to have personal attention to his special needs.

HEALTH.

The health of the students is considered of primary importance. The locality being healthful and the sanitary conditions excellent, there is no reason why students, who do not violate the laws of health, should get sick. In case of sickness, however, the services of a good physician, who lives near the school can be had at a reasonable cost. The teachers consider it their duty to advise students in regard to their health as well as their studies.

BOARD.

Teachers and students sit at the same table. The tables are supplied with food that is wholesome, palatable, and prepared in the best manner. The Matron will spare no pains to make this department entirely satisfactory. The Dining Room, located in the main building, is a large, well ventilated, attractive room.



Section of the Philotechnic Society Hall

We advise all students to take their meals in school. However, young men who so desire can make arrangements for club-boarding. The price of board is thus reduced to its actual cost, which seldom exceeds $6.00 per month.

CO-EDUCATION.

Doubtless there are those who will hesitate to patronize our school because it is a co-educational institution. Most people readily admit the refining and helpful influence that co-education has upon boys, but there are a few that deny that it is beneficial to girls. One of our most successful teachers has this to say about co-education: "Society binds men and women into families, and there is no good reason why they should be separated during the years of preparation for that union. The association of boys and girls in school gives to each a better appreciation of the other. Girls and boys mingle with one another in their homes, under parental supervision. In school this association should, to a limited degree, continue, with conscientious teachers acting the part of parents. Co-education makes young men honorable, courteous, and refined; young women earnest, dignified and discreet."

For the benefit of those who might hesitate to send their girls to Liberty-Piedmont Institute because it is co-educational, we will say that social intermingling between boys and girls is not permitted except under the eye of a teacher.

RELIGIOUS PRIVILEGES.

The work of each day begins with religious exercises, which all students are required to attend. But the religious beliefs of students are not interfered with. All students are urged to attend Sunday school. The Young Men's Prayer Meeting, which is held every Tuesday evening is usually well attended. Students also have the privilege of attending preaching services on Sunday and the Wednesday evening prayer meeting. Parents may send their children to Liberty-Piedmont Institute, knowing that they are surrounded by Christian influences.



A Girl's Bedroom

DISCIPLINE

The discipline is firm but kind. We have as few rules as possible; only those that are necessary to the safety, peace and success of the school and community are made. The discipline that is required is for the best interests of both pupils and school. Students are expected to conduct themselves as ladies and gentlemen, and to give proper diligence to their studies. It is the policy of the school to rely more upon the honor and good sense of the students than upon any system of petty rules.

Such rules, however, as are necessary to the welfare of the school will be strictly enforced. It is assumed that all students, upon entering the school, pledge their obedience to the authority of the Principal and his assistants. Implicit confidence is placed in all students as long as their conduct warrants such a trust. A student who fails to conform to the usages and regulations of the school, or proves untrustworthy, or exercises a harmful influence, or neglects his studies, is liable at any time to be removed, even if there is no special act of insubordination.

To make a success of school life requires hard work, and all students who come to our school are expected to do their best. The purpose of this school is to surround the students with those influences that will cause them to develop into refined cultured and noble men and women. They are taught to aim at the best things in life.

LITERARY SOCIETIES.

There are two Literary Societies in the school—the Philotechnic for young men and the Princess for young ladies. Both of these Societies have rooms in the main building. The Philotechnic meets every Friday evening for practice in debate, declaiming, and other kinds of literary work. The Princess meets once a week, and the benefit derived from the work in which its members engage is very apparent. Every student, who is old enough, is required to join one of these Societies within two weeks after entering school. A handsome medal is given by the Philotechnic Society to that one of its members who delivers the best oration on



The Vann Home (A Dormitory for Girls)

Comencement day. Members of the Princess engage in a reading contest during the Commencement exercises, the winner receiving a beautiful medal.

Public entertainments are given by the Societies from time to time.

LIBRARY.

The Library contains books that have been selected with much care. Several friends of the school have recently donated some valuable books. The Library is open each day, and should be constantly useful to the student in his reference work, as well as in his general reading.

THE READING ROOM

The Reading Room is supplied with several of our best daily and weekly papers, together with some standard magazines. Among the periodicals found in the Reading Room may be mentioned the following: The Circle, McClure's Magazine, Current Literature, Lippincott's Magazine, The Literary Digest, The Saturday Evening Post, The American Boy, Education, Table Talk, The Outing Magazine, The Ladies' Home Journal, The Wake Forest Student, The University of North Carolina Magazine, The Washington Post (daily,) The Charlotte Observer (daily) The Winston-Salem Journal, The High Point Enterprise, The Lexington Dispatch, The Union Republican, The Greensboro News, The Sunday School Times, The Biblical Recorder, and Charity and Children.

EXAMINATIONS AND REPORTS.

All students who do not make a total average of ninety-five one-hundredths of the maximum grade are required to stand examinations at the end of each term. Short examinations and written reviews are had from time to time. Seventy-five per cent. must be made in order to pass the examination. Students failing to attain this mark are not advanced to a higher class until they make up the deficit to the satisfaction of the teacher.

All students who are absent from class, and do not give a satisfactory reason for their absence are marked zero.



L. P. I. Band.

Students who fail on three or more recitations in one week are required to attend school on Saturday morning.

Reports, showing the grade of work and deportment, are sent to parents or guardians four times a year. Monthly reports are sent to parents of students in the Primary department. Parents are requested to examine these reports carefully, and if they should show unsatisfactory deportment or lack of thoroughness in scholarship on the part of the student, to co-operate with the Principal and teachers in securing better results.

ATHLETICS

All outdoor games, which are not injurious to mind and body, are encouraged. At a recent meeting of the Board of Trustees a committee was appointed and directed to secure ground suitable for an Athletic Park.

LECTURES AND ENTERTAINMENTS

The students have the privilege of hearing from time to time lectures by distinguished speakers. Several entertainments are given during the year by the students.

SCHOLARSHIPS

Scholarship, entitling one to free tuition in Wake Forest College, is given to the young man who makes the highest marks in his studies. In no case, however, is the scholarship given to one whose conduct is not satisfactory. Similar scholarships are offered by the University of North Carolina, Trinity College, and the Oxford Seminary.

THE BAND

The School Band, under the efficient directorship of Mr. Turner S. Wall, meets twice a week for practice, and furnishes good music on public occasions.



The Tennis Club

SCOPE OF WORK

We prepare girls for the Sophomore classes of our leading colleges for women, and boys for the Freshman and Sophomore classes of the University and denominational colleges The work of former students at Wake Forest, Meredith, and other colleges, bears testimony to the thoroughness of our instruction.

To students who, for any reason, are denied the privilege of going to college, we give such a course as, in our judgment, will best fit them to meet successfully the exigencies of life. But we advise all students to take, if possible, the course leading to the preparation for college.

COURSE OF STUDY

Primary Department

FIRST GRADE.

Primer.
First Reader: (Graded Classics).
Phonic Speller (Claxton).
Number Work.
Writing.
Language.
Nature Study.
Bible Study: Hymns and Old Testament Stories.
Drawing.
Singing.
Gymnastics: Physical exercises and games.

SECOND GRADE.

Second and Third Readers (Graded Classics.)
Selections from Classics.
A Spelling Book (Foust and Griffin.)
Colaw and Ellwood's Primary Arithmetic.
Writing.
Language.
Drawing.
Nature Study.
Singing.
Bible Study: Continuation of first year's work.
Gymnastics: Physical exercises and games.



Base Ball Team

THIRD GRADE.

Selections from Classics.
History: Reading from Thirteen Original Colonies.
Maury's Elementary Geography.
Colaw and Ellwood's Primary Arithmetic.
A Spelling Book.
Writing.
Language.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Drawing.
Singing.
Gymnastics: Physical exercises and games.

FOURTH GRADE.

Selections from Classics.
History. North Carolina History Stories; American History Stories.
Maury's Elementary Geography.
Hyde's Language Lessons, Book 1.
Colaw and Ellwood's Primary Arithmetic.
A Spelling Book.
Culler's Physiology, Book I.
Writing.
Singing.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Gymnastics: Physical exercises and games.

INTERMEDIATE DEPARTMENT.

FIRST YEAR.

Selections from Classics.
Hill's North Carolina History.
Maury's New Complete Geography.
Hyde's Language Lessons, Book I.
Colaw and Duke's Intermediate Arithmetic.
A Spelling Book.
Writing.
Singing.
Bible Study.



Boys' Home

SECOND YEAR.

Selections from Classics.
Westlake's Seventy Lessons in Spelling.
Smith's Our Language, Book II.
Colaw and Ellwood's Advanced Arithmetic.
Maury's New Complete Geography.
Hansell's Higher History of the United States
Holden's Real Things in Nature.
Culler's Physiology, Book II.
Writing.
Singing.
Bible Study.

High School Department

FIRST YEAR.

Beuhler's English Grammar.
English Composition.
Masterpieces of American Literature; Selections.
Wentworth's New School Algebra.
Colaw and Ellwood's Advanced Arithmetic (Reviewed).
Colar and Daniell's Beginner's Latin Book.
One Book of Caesar's Gallic War.
Montgomery's Leading Facts of English History.
Maury's Physical Geography.

SECOND YEAR.

Maxwell and Smith's Writing in English.
English Composition.
Masterpieces of British Literature; Selections.
Wentworth's New School Algebra.
Three Books of Caesar's Gallic War, and Cicero.
Allen and Greenough's Latin Grammar.
Myer's Ancient History (Revised Edition.)
French or German.

THIRD YEAR

Rhetoric.
Literature: College Entrance Requirements.
Cicero and Virgil.

Allen and Greenough's Latin Grammar.
Myer's Mediaeval and Modern History.
Wentworth's Plane and Solid Geometry.
Civics.
Elementary Physics.
French or German.

The Fourth Year will be added, which prepare for Sophomore class.

NOTES ON COURSES OF STUDY

In the Primary Department the aim is to give a happy and normal development to the children, while a foundation for subsequent work is laid. Care is taken not to overtax young children in the work outlined.

In the Intermediate Department great attention is given to English, this subject being recognized as the foundation for successful work in the High School Department.

In the High School Department thorough preparation is given for entrance to college. The instructors are college graduates who keep in close touch with the college entrance requirements. In this Department, as in the Intermediate, special stress is put upon the work in English. Spelling is required in all grades until the student proves himself efficient in the subject. Constant practice in English Composition is required of all students.

The course in Literature is supplemented by adding to the work of the text-book oral instruction. The object is to familiarize the student with the best works of the best authors, and to help him to understand why they are good. The student is taught how to read and study books in such a way as to make them useful to him.

MUSIC

This Department is under the control of Miss Helen Graves. Miss Graves has taught several years and bears testimonials of excellent work.

Instruction is supplemented by brief lectures on the great composers, with illustrative selections from their works and by occasional musicals.

BIBLE STUDY

Believing that no system of education that does not include God's Word is complete, we have arranged a course for the systematic study of the Bible. This instruction, however, is in no sense doctrinal, the Bible being treated as literature and history. Special attention will be given to the study of the New Testament. All students are advised to take this course.

ELOCUTION

The aim of this Department is to aid the student to that command of his powers, as thinker, writer, and speaker, which is necessary for natural and effective speech. Every effort is made to give him a clear conception of the meaning of the selection, and then help him to express forcefully, gracefully, and naturally the thought conveyed.

CURRENT EVENTS

As the Reading Room is supplied with some of the best papers and magazines, no student need be ignorant of what is going on in the world. In order, however, to stimulate interest, a Current Events Class will be organized, which will meet once a week. It is expected that every student, of the proper age, will become a member of this class.

THE WEEKLY ROUTINE

6:30 Rising bell.
7:00 Inspection.
7:15 Breakfast.
8:00 Study period in rooms.
8:30 School opens.
12:30 Dinner.
1:30 School re-opens.
3:45 Recreation and athletic sports.
6:00 Supper.
7:00 Study period.
9:30 Quiet recreation.
10:00 Retiring bell.

EXPENSES PER MONTH

Primary Department	$1.00 to $1.75
Intermediate Department	2.00 to 2.50
High School Department	3.00 to 3.50
Music (Piano)	2.50
Use of Piano for Practice	.25
Elocution	2.50
Board, including room-rent, lights and fuel	9.00
Incidental Fee	.10

All students who board and room in school, upon matriculating, make a contingent deposit of $1.00 for the entire session.

This deposit is liable for any injury to school property for which students are responsible. At the end of the session it is returned, after deducting any charges that may have been recorded against it.

TERMS

All bills are payable at the beginning of each month. Each boarding student is required to pay one month's board before a room will be assigned, unless special arrangements have been made beforehand. Unless a student is absent two consecutive weeks of the same school month, no deduction will be made in board or tuition.

To all parents who send three or more children a discount of ten per cent will be given in the literary tuition. Any one desiring special terms must make them before the entrance of the student.

Make all checks payable to Liberty-Piedmont Institute.

FURNISHINGS

All boarding students should provide themselves with a pair of sheets (for double bed), a pair of pillow cases, blankets, laundry bag, counterpane, towels, soap, four napkins, and a napkin ring. Students are also required to furnish their rooms with a pitcher and wash-bowl, which can be bought here at a reasonable price.

REMARKS TO PARENTS

Parents and guardians are earnestly requested not to encourage irregular attendance; not to allow their sons or daughters to be absent from either the opening or closing exercises of the session. Students who enter late are handicapped throughout the session. Every absence from recitation causes a decrease of interest. The work of the session is not finished until the final examinations have been held. In case of necessary irregularity, parents are requested to notify the Principal of the existing necessity. Permission is granted students to leave the place in term time (special or urgent cases excepted) only on written request of parent or guardian.

Parents are requested to provide their children with only a reasonable amount of spending money.

Patrons should always write to the Principal, and not to their children, in regard to changes in study, permission to visit, or other special privileges.

In case of complaint on the part of a student, the parent is requested to see or write to the Principal in regard to the same.

Parents are asked to communicate freely with the Principal relative to matters pertaining to the welfare of their children.

It is expected that parents will co-operate with the school in maintaining such regulations as experience has shown to be necessary for the best interests of those committed to its care.

TESTIMONIALS

From Mr. J. W. Noell, Secretary and Treasurer Eureka Trouser Company, Lexington, N. C.

Having been a patron—and will continue to be as long as I have any children to prepare for college—I take pleasure in commending Liberty-Piedmont Institute to parents seeking the best work at moderate and reasonable prices.

The location I consider admirable, being in the country, away from temptations which cannot be avoided in the towns and cities, yet within easy reach of the main line of the Southern Railway Company.

More satisfactory work I have never seen than was done the past year by my daughter. I conscientiously say no one will make a mistake by placing his son or daughter in Liberty-Piedmont Institute.

From Col. Wm. A. Blair, Vice-president and Cashier of The People's National Bank, Winston-Salem, N. C.

It was my great privilege, recently, to visit the Liberty-Piedmont Institute and to meet the pupils and teachers and to make an investigation of the work which they are doing. It gives me pleasure to say that the building is a surprise and a revelation to any visitor, being well appointed and magnificent in every way.

The teachers are doing good work and their results are striking and interesting.

The student body impresses one as being far above the average.

The influence and surroundings of the school are ideal. No parent will make a mistake in sending a son or a daughter to Liberty-Piedmont Institute. It gives me pleasure to say this.

From Rev. R. T. Vann, D. D., President of Meredith College, Raleigh, N. C.

I consider the Liberty-Piedmont Institute one of our best secondary schools, both in the work it does and in its relig-

ious spirit. The students that have come to us from that school have not only entered well but have maintained themselves creditably in their classes.

From Rev. M. L. Kesler, Manager of the Baptist Orphanage, Thomasville, N. C.

To all who wish to send their boys and girls to a good High School, I can most heartily recommend the Liberty-Piedmont Institute for several reasons. It is in a small village composed of excellent people in which the leading citizens have sacrificed much for the school, insuring their continued interest in its highest welfare; it is a denominational school, though not unpleasantly so, and stands for Christian education; it not only stands for religion and morals, but does solid work in every way. Here is the place for our boys and girls who seek to prepare themselves for the highest in life.

From Prof. John B. Carlyle, Wake Forest College.

It gives me pleasure to bear testimony to the high character of the work done in the Liberty-Piedmont Institute. Its students, who have entered Wake Forest College, in the thoroughness of their reputation and the excellence of their deportment, have reflected great credit on the Institute.

From Prof. P. S. Vann, Supt. Public Instruction of Davidson County, Lexington, N. C.

No institution in the State is doing more thorough work than Liberty-Piedmont Institute. There is not a more beautiful nor a better equipped building to be found anywhere. The location is all that could be desired. It is entirely free from malaria and fever. The record of the faculty and students in their activity in religious work has been beautiful.

From Livingston Johnson, Corresponding Secretary, Baptist State Convention, Raleigh, N. C.

Permit me to congratulate you on securing such a strong force of teachers for next year. Mr. Curtis is an admirable

gentleman and has proven himself to be a very successful school man. Misses Graves, Thompson and Snider are unusually strong and well equipped young women and their work in the class room and their influence outside will, in my judgment, be all that you could ask. It seems to me that there is a bright future before your school and I wish for you the highest measure of success.

From Mr. Archibald Johnson, Editor Charity and Children, Thomasville, N. C.

I have been brought into quite close contact with many of our North Carolina High Schools, and do not hesitate to say that the Liberty-Piedmont Institute stands in the front rank with the very best.

The students in the different colleges, that have gone out from the school, have given it a high reputation because of their thorough preparation and excellent deportment.

Its fortunate location, and its freedom from the evil influences that surround centers of population make it a safe place for boys and girls in the formative period of their lives.

From His Excellency, Governor W. W. Kitchin, Raleigh, N. C.

I know the Liberty-Piedmont Institute, situated at Wallburg, North Carolina.

It is located in a healthful country community of splendid people. It is under excellent management, and is doing a great work. I cheerfully commend it to the public.

MISCELLANEOUS.

All students are required to use books adopted by the school. The right to change text-books without notice is reserved; therefore, we advise students not to buy books before entering. Books and stationery can be obtained here.

Classes will be formed at the beginning of each term, and students who enter late must enter classes already formed.

The Principal is always glad to answer any question and to assist in any way in making arrangements for board, room and so forth.

Patrons and other friends of the school are invited to visit us at any time.

All linen should be marked with full name.

Arrangements can be made for laundry work at reasonable rates.

Students from a distance will come to Winston-Salem, High Point or Thomasville, where they will be met on August 29th, and January 2nd, if the Principal has been notified, and conveyed to Wallburg for fifty cents; except on these days a charge of one dollar will be made.

Letters and packages should be addressed in care of Liberty-Piedmont Institute. Packages sent by express (Winston-Salem is the nearest express-office) should be prepaid.

Our class-rooms are furnished with patent desks, the best blackboards, maps and other equipment.

Telegrams should be sent to Winston-Salem, (care of Liberty-Piedmont Institute,) from which place they will be telephoned to the Institute at once, without extra expense.

Parents will please remember that we have separate dormitories for boys and girls, and that no social intermingling is allowed except under the eye of a teacher.

All privileges depend upon promptness, regularity, satisfactory class-work and general deportment.

No student is allowed to keep in his possession any firearm or other dangerous weapons, without permission from the Principal.

Cigarettes, intoxicants, profane or obscene language, card playing or any conduct calculated to damage the school is strictly forbidden. A student who is not willing to be governed by the rules and regulations need not apply for admission. We need students; but we desire no one who has no earnest purpose in school life, or whose influence might prove damaging to the school. The members of the school are expected to be ladies and gentlemen in the best sense of the word.



REGISTER OF STUDENTS, 1909-1910.

Apperson, George Forsyth County.
Apperson, Thomas, ... Forsyth County
Buslinger, Edward, ... Halifax County.
Buslinger, Benjamin, ... Halifax County.
Booker, Roy, ... Guilford County.
Barnes, Lindsay, ... Randolph County.
Britt, Daniel, ... Rutherford County.
Cox, Avery, ... Davidson, County.
Cox, McCoy, ... Davidson County.
Crump, Carleton, ... Davidson County.
Clinard, Fletcher, ... Davidson County.
Clinard, Annie Davidson County.
Climand, Cassie Davidson County.
Climand, Florence, ... Davidson County.
Cuttrell, Hugh, ... Forsyth County.
Clement, Cecil, ... Davie County.
Carrids, Carey Guilford County.
Dimmette, Charley, ... Wilkes County.
Feegor, Leroy Davie County.
Farrell, Charles, ... Forsyth County.
Fitzgerald, Curtis, ... Davidson County.
Farrabee, Mabel Davidson County.
Garrison, Arline Davidson County.
Garrison, Jessner Davidson County.
Goos, Joseph Davidson County.
Hawkins, Blair Davidson County.
Herndon, Plato Mecklenburg County, Va.
Hine, Early Davidson County.
Hamlin, Blanche Forsyth County.
Hamlin, Leonard Forsyth County.
Hutchinson, John Wilkes County.
Huette, Frank Davidson County.
Hayworth, Irma Davidson County.
Jarrett, Olin Davidson County.
Joyce, Wyatt Stokes County.

Jones, Henry	Roberson County.
Kirkman, Ora	Davidson County.
Kirkman, Blanche	Davidson County.
Kirkman, Allie	Davidson County.
Keller, Grace	Davidson County.
Kivett, Salene	Guilford County.
Kivett, Marvin,	Guilford County.
Keller, Lois	Davidson County.
Lowe, Roscoe	Davidson County.
Lindsay, Lawrence	Davidson County.
Livengood, Baxter	Davidson County.
Livengood, Trexie	Davidson County.
Livengood, Mabel	Davidson County.
Mason, Paul	Davidson County.
Mason, Estelle	Davidson County.
Mason, Evelyn	Davidson County.
Motsinger, Conrad	Davidson County.
Motsinger, Jay	Davidson County.
Mason Paul	Davidson County.
Motsinger, Morris	Davidson County.
Motsinger, Grady	Davidsou County.
McCuiston, Carl	Davidson County.
McCuiston, Lettie,	Davidson County.
McCuiston, Claude	Davidson County.
McCuiston, Walter	Davidson County.
Maddrey, Abel	Orange County.
Mendenhall, Bunyan	Davidson County.
Marshall, Walt	Davidson County.
Nowell, Julia	Bertie County.
Neal, Lucy	Rockingham County.
Noell, Breta	Davidson County.
Plunkett, Percy	Forsyth County.
Paresh, Winifred	Davidson County.
Rothrock, Robert	Davidson County.
Reece, Thursie	Davidson County.
Stone, Homer	Davidson County.

Stone, Walter	Davidson County.
Stone, Stewart	Davidson County.
Stone, Dosia	Davidson County.
Smith, Lee	Davidson County.
Smith, Damascus	Davidson County.
Thompson, John	Davidson County.
Trexer, John	Davidson County.
Teague, Harvey	Davidson County.
Teague, Cley Vann	Davidson County.
Teague, Etta	Davidson County.
Teague, Finley	Watauga County.
Teams, Aaron	Watauga County.
Wall, Carroll	Davidson County.
Wall, Mattie	Davidson County.
Wall, Charles	Davidson Countq.
Wall, Fletcher	Davidson County.
Wall, Gladys	Davidson County.
Wall, Pervie	Davidson County.
Wall, Calvin	Davidson County.
Wall, Farell	Davidson County.
Wall, Leota	Davidson County.
Wall, Roxie	Davidson County.
Wall, Evans	Davidson County.
Wall, Oliver	Davidson County.
Wall, Ida	Davidson County.
Wall, Claudia	Davidson County.
Wall, Lillie	Davidson County.
Wall, Clara	Davidson County.
Whitaker, Edward	Nash County.
Williams, Martin	Davidson County.
Willingham, Fred	Davidson County.
Wright, Carl	Guilford County.
Wyers, Burch	Davidson County.
Wyer, Conrad	Davidson County.
Wyer, Marion	Davidson County.
Wyer, Mary	Davidson County.

Wommack, Ralph	Forsyth County.
Woodroffe, Percy	Wilkes County.
Yokeley, Joseph,	Davidson County.
Yokeley, Cassie	Davidson County.
Yokeley, Bessie	Davidson County.
Yokeley Dee,	Davidson County.
Yokeley, Rosa	Davidson County.
Yokeley, Virgie	Davidson County.
Yokeley, Lema	Davidson County.
Yokeley, Karson	Davidson County.
Yokeley, Wade	Davidson County.

WINSTON PRINTING CO.
WINSTON-SALEM, N. C.

Shirley Redmond
Institute

1911-12

Press
Union Republican Pub. Co.
Winston-Salem, N. C.



FRONT VIEW, MAIN BUILDING.

Ninth Annual Catalogue

OF

LIBERTY-PIEDMONT INSTITUTE

Wallburg, North Carolina

Davidson County.

1911-1912

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THE INSTITUTE CALENDAR.

1911

Session opens Tuesday, August 22.

Rally Day, August 31.

Thanksgiving Holiday, November 30.

Inspection by Committee from Baptist State Convention, December 14.

Fall Term Examinations, December 16-22.

Christmas Holidays, December 23, 1911 to January 2, 1912.

1912

Spring Term opens Tuesday, January 2.

Anniversary of Literary Societies, February 23.

Annual Picnic, Easter Monday.

Final Examinations, April 16-22.

Commencement, April 24-25.

BOARD OF TRUSTEES.

Archibald Johnson, President.....Thomasville, N. C.

C. M. Wall, Secretary and Treasurer.....Wallburg, N. C.

P. M. Snider.....Silver Hill, N. C.

Z. T. Sharpe.....Linwood, N. C.

G. W. Wall.....Wallburg, N. C.

J. S. Moore.....Greensboro, N. C.

Rev. C. E. Maddry.....Greensboro, N. C.

Rev. M. L. Kesler.....Thomasville, N. C.

G. W. Miller.....Lexington, N. C.

Rev. W. H. Eller.....Greensboro, N. C.

Rev. W. F. Staley.....Greensboro, N. C.

W. L. Kivett.....High Point, N. C.

EXECUTIVE COMMITTEE.

REV. M. L. KESLER,

J. S. MOORE,

G. W. MILLER,

G. W. WALL.



MR. KADER R. CURTIS, PRINCIPAL.

INSTRUCTORS.

KADER R. CURTIS, B. A. Principal.
(Wake Forest, Harvard University)
Education, Bible and Science.

JOHN M. CHEEK, B. A., Asst. Principal.
(Wake Forest College)
Latin and Mathematics.

HELEN W. GRAVES, Lady Principal.
(Meredith College)
Music.

ELLA GRAVES THOMPSON, B. A.
(Meredith College)
English, History and German.

SALLIE MAE SNIDER,
(Oxford Seminary)
Intermediate Department.

ELVA MARTHA WALL, B. A.
(Meredith College)
Primary Department.

SARAH ESTHER WYNNE,
(Chowan College)
Drawing, Elocution and Primary Methods.

J. GLENN NEAL,
Physical Culture.

ANNIE SULLIVAN,
Librarian.

TURNER S. WALL,
Band Director.

MRS. J. Q. A. WALL,
Housekeeper.

village, though small, has the modern conveniences and comforts of life. There are electric lights, water works and sewerage. A daily mail from High Point and local and long distance telephone connection keep the town in close touch with the great throbbing life of the world.

BUILDINGS.

Parents like to know, when their children leave home, that the school to which they go is pleasant, homelike and helpful. We invite patrons and friends to the school to inspect our accommodations and school work.

The main building, which cost about $18,000, is a new brick structure. It is commodious, well arranged, and thoroughly comfortable. The arrangements for ventilation, heating and drainage are excellent and everything that experience could suggest has been done to promote comfort and health. The entire building is heated by low pressure steam, lighted by electricity, and supplied with water, for both drinking and bathing purposes, by a splendid system of waterworks.

The first story contains the Dining Room, the Kitchen, three Recitation Rooms, and a Music Room. The second contains the Auditorium, with a seating capacity of about four hundred and fifty, two Recitation Rooms, Music Room, Library, and Reading Room, and a Society Hall. The third story is used as a dormitory for boys and will easily accommodate forty. Each room is well ventilated, heated by hot water and contains two closets for clothes. The third story also contains two bath rooms. The Assistant Principal lives in this building, and all boys placed here are under his special care.

The old dormitory, known as "The Boys' Home," is only fifty feet from the Main Building and is occupied by the Principal. There are twelve rooms in this building. This building is also lighted by electricity.

The beautiful residence, known as the "Vann Home," is occupied by the Lady Principal, the lady teachers, and the girl boarders. The girls are always associated with these noble Christian workers, and of course enjoy the very



VANN HOME.

best training out of school as well as in school. The strictest moral and religious influence will be over these girls at all times.

THE AIM OF THE SCHOOL.

Character building along with mental training in a homelike atmosphere, and under discipline, not harsh, but positive and decided, is the aim and purpose of the school. A definite and decided system of morals underlie the whole body of teaching and Jesus Christ occupies His rightful place.

It is not the purpose of the school to pull down or antagonize any other institution of learning. We have a friendly feeling for all schools that are striving to aid the young in their preparation to assume the duties that the Church and State will soon place on their shoulders. There is too much to do for us to spend one minute in trying to fetter any other school. Our efforts are directed toward making Liberty-Piedmont Institute the best high school in the State.

The fact that this school is under the management of Baptists need not cause any one to hesitate to patronize it. The school does not in any way, try to interfere with the denominational preference of any student. This is not our aim or purpose.

HEALTH.

The health of the students is considered of primary importance. The locality being healthful and the sanitary conditions excellent, there is no reason why students, who do not violate the laws of health, should get sick. In case of sickness, however, the services of a good physician, who lives near the school can be had at a reasonable cost. The teachers consider it their duty to look after the health of the students as well as the work they do.

BOARD.

Teachers and students sit at the same table. The tables are supplied with food that is wholesome, palitable, and

prepared in the best manner. Mrs. Wall spares no pains to make this department entirely satisfactory. To say that Mrs. Wall will serve as housekeeper this year insures the very best service.

We advise all students to take their meals in school. However, young men who so desire can make arrangements for club-boarding. The price of board is thus reduced to its actual cost.

CO-EDUCATION.

Doubtless there are those who will hesitate to patronize our school because it is a co-educational institution. Most people readily admit the refining and helpful influence that co-education has upon boys, but there are a few that deny that it is beneficial to girls. One of our most successful teachers has this to say about co-education: "Society binds men and women into families, and there is no good reason why they should be separated during the years of preparation for that union. The association of boys and girls in school gives to each a better appreciation of the other. Girls and boys mingle with one another in their homes, under parental supervision. In school this association should, to a limited degree, continue, with conscientious teachers acting the part of parents. Co-education makes young men honorable, courteous, and refined; young women earnest, dignified and discreet."

For the benefit of those who might hesitate to send their girls to Liberty-Piedmont Institute because it is co-educational, we will say that social intermingling between boys and girls is not permitted except under the eye of a teacher.

RELIGIOUS PRIVILEGES.

The work of each day begins with religious exercises, which all students are required to attend. Boarding students are required to attend Sunday School and preaching services. The body and mind often receive all the attention but we realize that the soul is important and that if it

is neglected all effort is spent in vain. The emotions and will of the students are studied by the teachers, who are always on the alert to do what is best for the student in this respect. The Christian institution is strong at this particular point while other schools are bound to be weak. The effort of all is to create an atmosphere that will foster and develop the proper spirit. There is a beautiful strong force at work among the students that has already done much good, and its influence is felt. The force eminates from the two student organizations; Y. M. C. A. and Y. W. C. A. These associations meet each week. Their programmes are posted several days before the time for meeting and great interest is manifested. Parents may send their children to Liberty-Piedmont Institute knowing that they will be surrounded with the best Christian influence.

DISCIPLINE.

The discipline is firm but kind. We have as few rules as possible; the rules are the outgrowth of the conduct of the students. No rule is made until it is deemed necessary to the success of the school. Students are expected to conduct themselves as ladies and gentlemen, and to give proper diligence to their studies. It is the policy of the school to rely more upon the honor and good sense of the students than upon any system of petty rules.

Such rules, however, as are necessary will be strictly enforced. It is assumed that all students, upon entering the school, pledge their obedience to the authority of the Principal and his assistants. Implicit confidence is placed in all students as long as their conduct warrants such a trust. A student who fails to conform to the usages and regulations of the school, or proves untrustworthy, or exercises a harmful influence, or neglects his studies, is liable at any time to be dismissed, even if there is no special act of insubordination.

To make a success of school life requires hard work, and all students who come to our school are expected to do their best. The purpose of this school is to surround the students with those influences that will cause them to devel-

op into refined, cultured and noble men and women. They are taught to aim at the best things in life.

LITERARY SOCIETIES.

The three Literary Societies—Philotechnic and Aristotelian for the boys, and the Princess for the girls are well organized and are working with increasing interest to promote the culture and social life of the institution. Each Society meets once a week for debate, literary work and transaction of business. Public debates are held several times each year. Debates with some other school will take place this year. A student who enters the institution and fails to take an active part in one of these societies neglects one of the best opportunities offered by the school. It is important to have knowledge, but to be able to use this knowledge is what makes life worth while. The best place to learn the art of using what one has is in one of the Literary Societies.

THE LIBRARY.

The Library is steadily growing. Several friends of the school have donated some valuable books, and several have promised to send a collection, and others have promised to give money to increase the Library Fund which we hope will continue to grow. The Library is open each day, and should be constantly useful to the student in his reference work, as well as in his general reading.

THE READING ROOM.

In connection with the Library is a Reading Room which is supplied of our best daily and weekly papers, together with some standard magazines. Among the periodicals found in the Reading Room may be mentioned the following: Children's Magazine, Correct English, Etude, Everybody's Magazine, Harper's Weekly, Independent, Musician, Normal Instructor, Outlook, Physical Culture, Recreation, St. Nicholas, Success, Uncle Remus, Primary Edu-



DINING ROOM.

cation, American Boy, Charlotte Observer, The Dispatch, Davidsonian, Biblical Recorder, Charity and Children, Current Events, Education, Hertford Herald.

EXAMINATIONS AND REPORTS.

All students who do not make a total average of ninety-five one-hundredths of the maximum grade are required to stand examinations at the end of each term. Short examinations and written reviews are held from time to time. Seventy-five per cent. must be made in order to pass the examination. Students failing to make this mark are not advanced to a higher class until they make up the deficit to the satisfaction of the teacher.

All students who are absent from class are marked zero and this work must be made up before the zero is removed. Students who fail on two or more recitations in one week are required to attend school on Saturday morning.

Reports, showing the grade of work and deportment, are sent to parents or handed to students four times a year. Parents are requested to examine these reports carefully, and if they should show unsatisfactory deportment or lack of thoroughness in scholarship on the part of the student, to co-operate with the Principal and teachers in securing better results.

ATHLETICS.

The Athletics of the school is under the control of the Student Athletic Association. This Association is divided into the Piedmont Athletic Club for the boys, and the Liberty Athletic Club for the girls. All organizations elect their own officers; president, secretary, managers, coaches, etc. All action is subject to the approval of the Principal. All teams to represent the school are selected by the Faculty. No one who does not do good work or whose deportment is not satisfactory is allowed to represent the school on any team. The policy of the school is to encourage all phases of athletics that do not injure the students in any way. Athletics is regarded as recreation and not as a profession.

complete the course we offer. This certificate will be accepted by the higher institutions of learning. If a student should desire to leave off Latin and complete the other work the Institute would grant an English Certificate.

Students are warned not to purchase any books before entering as we reserve the right to change at any time.



BASKET-BALL TEAM, (GIRLS).

COURSE OF STUDY.

PRIMARY DEPARTMENT.

In the Primary Department the foundation for all future work is laid. Many have the erroneous idea that the children, during the first years of school life, need very little attention. But the Institute realizes that this department is the most important work in the school. Care is taken not to overtax the young children in the work outlined. A student who enters this department is absolutely safe. The one who is at the head of this work has a natural love for children coupled with a desire to do the best for those under her care.

The outline given below is free from the inflexible grades found so often in some schools. The course may be suited to the children and not the children to the course.

FIRST GRADE.

Primer.
First Reader: (Graded Classics).
Phonic Speller (Claxton).
Number Work.
Writing.
Language.
Nature Study.
Bible Study: Hymns and Old Testament Stories.
Drawing.
Singing.
Gymnastics: Physical exercises and games.

SECOND GRADE.

Second and Third Readers (Graded Classics).
Selections from Classics.
A Spelling Book (Faust and Griffin).
Number Work.
Writing.
Language.
Drawing.
Nature Study.
Singing.

Bible Study: Continuation of first year's work.
Gymnastics: Physical exercises and games.

THIRD GRADE.

Selections from Classics.
History: Reading from Thirteen Original Colonies.
Maury's Elementary Geography.
Milne's Progressive Arithmetic, Book I.
A Spelling Book.
Writing.
Language.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Drawing.
Singing.
Gymnastics: Physical exercises and games.

FOURTH GRADE.

Selections from Classics.
History: North Carolina History Stories; American History Stories.
Maury's Elementary Geography.
Hyde's Language Lessons, Book I.
Milne's Progressive Arithmetic, Book I.
A Spelling Book.
Culler's Physiology, Book I.
Writing.
Singing.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Gymnastics: Physical exercises and games.

INTERMEDIATE DEPARTMENT.

In this department special attention is given to English and Arithmetic, these subjects being recognized as two fundamentals in all school work and of practical value in all vocations. Thoroughness of the work done by this department makes the higher departments a pleasure and the student is naturally inclined to venture farther in the school work.

FIRST YEAR.

Hyde's Language Lessons, Book I.
Selections from Classics.
Hill's N. C. History.
Maury's New Complete Geography.
Milne's Progressive Arithmetic, Book II.
Spelling.
Writing.
Singing.

SECOND YEAR.

Selections from Classics.
Smith's Our Language, Book II.
Milne's Progressive Arithmetic, Book III.
Maury's New Complete Geography, (Completed).
White's Beginner's History of the United States.
Holden's Real Things in Nature.
Spelling.
Writing.

THIRD YEAR.

Selections from American Literature.
Graded Lessons in English, Reed and Kellogg.
Milne's Progressive Arithmetic, Book III.
Hansell's History of the United States.
Culler's Physiology, Book II.
Agriculture—Stevens, Burkett and Hill.
Spelling.

HIGH SCHOOL DEPARTMENT.

The work in this department is designed to prepare girls and boys for college, and to equip those who never expect to enter college to meet the demands of life. The instructors are all college graduates and are thoroughly interested in their work. Every effort is put forth to give the students the very best advantages that can be afforded in any high school. A glance at the course will convince any one that the work is thorough in every respect.

ENGLISH.

The course in English is designed to lead the student to easy expression of the best that is in himself, and to such intelligent and happy appreciation of the world of books as will render his nature refined and ennobled, will awake him to lofty endeavor, and will bring him into sympathy with what is noblest and best in life.

During the entire course in both Rhetoric and Literature, loose-leaf note books are used, under the careful direction of the teacher. Emphasis is also laid on memorizing the choicest passages in the literature covered each year.

English I. Grammar reviewed, Composition, and Literature.

Composition: Practice in oral and written composition three times a week. Syke's Elementary English Composition; Spelling.

Literature: Two periods a week. Seven American Classics; Longfellow's Evangeline; Lowell's Vision of Sir Launfal. Choice passages committed to memory. Lives of great American writers.

Parallel Reading: Franklin's Autobiography; Irving's Sketch Book; Longfellow's Courtship of Miles Standish; Hawthorne's Twice Told Tales; Cooper's Last of the Mohicans.



SCHOOL BAND.

English II. Composition and Literature.

Composition: Herrick & Damon's Composition and Rhetoric. Emphasis is given to the structure of the sentence and the paragraph, and to good use in words. Practice in oral and written composition three times a week; Spelling.

Literature: Coleridge's Ancient Mariner; Tennyson's Idylls of the King; Poe's Poems and Tales, Scott's Ivanhoe. Lives of great English writers.

Parallel Reading: Bunyan's Pilgrim's Progress; George Eliot's Silas Marner; Goldsmith's Vicar of Wakefield; Blockmore's Lorna Doone, Stevenson's Treasure Island.

English III. Composition and Literature.

Composition: Brooks and Hubbard's Composition-Rhetoric, Part I. Short themes three times a week during the first half year, longer themes once a week during second half. Special attention to the structure and development of the paragraph; to unity, emphasis, and coherence in the whole composition; Spelling.

Literature: Shakespeare's Merchant of Venice and Julius Caesar; Scott's Lady of the Lake; Webster's Bunker Hill Oration; Lives of great English writers.

Parallel Reading: Washington's Farewell Address; Tennyson's Princess; Addison's Sir Roger de Coverly Papers; Hawthorne's House of Seven Gables.

English IV. Composition and Literature.

Composition: Brooks and Hubbard's Composition-Rhetoric, Part II. Weekly themes. Analysis and outlining of essays; Spelling.

Literature: Shakespeare's Macbeth; Milton's Minor Poems; Macaulay's Life of Johnson; Burke's Speech of Conciliation with America; Lives of great English writers.

Parallel Reading: Dicken's A Tale of Two Cities; Emerson's Essays (selected); Ruskin's Sesame and Lilies; Milton's Paradise Lost.

HISTORY.

The object of the study of history should be to develop the power of comparison and judgment rather than mere exercise of the memory. "History properly taught offers the first opportunity for a growth of discriminative judgment, through history a child should be taught to exercise those qualities of common sense comparison, and plain everyday judgment which he needs for the conduct of his own life." To be able to understand the present and partially interpret the future a person must have an intelligence of the past events and actions of men.

History I. English History (3 periods).

Text: Montgomery's Leading Facts of English History.

History II. Ancient History to 800 A. D. (3 periods).

Text: Myer's General History.

History III. Mediaeval and Modern European History (3 periods).

History IV. American History, Civics and North Carolina.

This work is intended to give a careful review of the subjects named. The main work is done by the students in the library and Reading room. The course is not necessary for college entrance, but it is very helpful to all, especially to those who never reach college.

MATHEMATICS.

The Institute realizes that this subject trains the student to think logically and accurately. Mathematics is one of the most exact sciences in any school. From a practical

point of view no subject will serve the student better in his struggle with the world.

Mathematics I. The First Term is spent in reviewing carefully an advanced arithmetic. The review continues through the Second Term. (5 periods during the First Term, and 2 periods during the Second Term.)

Algebra is begun the Second Term. (3 periods).

Text: Wentworth's Elements of Algebra.

Mathematics II. Algebra (5 periods).

Text: Same as above.

Mathematics III. Algebra completed, (5 periods during First Term and 2 periods during the Second Term),

Geometry begun in Second Term (3 periods).

Text: Wentworth's College Algebra.

Text: Wentworth's Geometry.

Mathematics IV. Plane and Solid Geometry completed (3 periods).

Text: Wentworth.

Mathematics V. Plane and Spherical Trigonometry (3 periods).

Text: Wentworth's Trigonometry.

LATIN.

If any man hopes to be a leader in the practical life of the times, he must have the power to think straight and to give forceful utterance to his thoughts. For this reason and for the power of the Roman language as a refining and broadening agency, we emphasize its study during the high school course. We endeavor to so correlate the study of Latin and English as to deepen the student's understanding and mastery of our own language. We encourage the student to look for the sources of our own language, our own institutions and our own culture, with the ultimate purpose

that his taste for all that is high and noble in literature, art and citizenship may be cultivated.

Latin I. Forms and simple sentences. Declensions, conjugations, pronunciation, and principles of Syntax. Careful drill upon the arrangement of the words in the Latin sentences, (5 periods a week.)

Text: Beginner's Latin Book.

Latin II. Reading and Composition. Review of inflections and principles of Syntax. Translation of Faciles Fabulae, Viri Romae, or Via Latina. Reading aloud according to Roman method of pronunciation, with the special aim to train the pupil to grasp the meaning of the Latin sentence without translating into English. Practice in writing simple English into Latin. Book one of Caesar's Gallic War, (5 periods.)

Text: Beginner's Latin Book completed.

Latin III. Caesar and Composition. Prose Composition based on Caesar.

Text: Caesar's Gallic War completed, Allen and Greenough.

Text: Grammar, New Latin, Allen and Greenough.

Text: Composition, D'Ooge.

Latin IV. Cicero, Composition. Six Orations of Cicero, (3 periods); Prose Composition based on Cicero, (1 period); Sight reading (2 periods).

Text: Cicero, Allen and Greenough.

Text: Sight Reading, D'Ooge.

Text: Prose Composition, D'Ooge.

Text: Grammar, Allen and Greenough.

Latin V. Virgil, Prose Composition. Six Books of Virgil's Aeneid. Emphasis on versification and poetic diction.

Text: Virgil, Greenough and Kittredge.

Text: Galey's Classic Myths.

Text: Grammar, Allen and Greenough.



PIEDMONT BASKET BALL TEAM.

MODERN LANGUAGES.

One year's work in either French or German is required of every candidate for a certificate of Graduation. Special effort is made to lay a solid foundation in grammar and to create a desire for further study of the languages. French will not be offered in the year 1911-1912.

GERMAN.

German I. Grimm's Kinder-und Hausmarchen, or Muller and Wenckebach's Gluck Auf.

German II. Storm's Immensee; Von Hillern's Hoher als die Kirche.

FRENCH.

French I. The first year is devoted to a careful study of the rudiments of grammar, easy exercises which fix in the mind the forms and principles of grammar. The reading covers from 100 to 175 pages.

Text: Fraser's and Squair's French Grammar.
Text: Super's French Reader.

French II. The second year reviews and continues a careful study of the rudiments of grammar. The reading covers from 250 to 400 pages.

Text: Fraser and Squair's French Grammar.
Text: About't Le Roi des Montagnes; Malot's Sans Famile; Foncin's Le Pays de France.

SCIENCE.

The average high school neglects this phase of the school work. But there is a demand for this work among the many who never expect to enter college so we offer a course which we are sure will be popular and profitable. No subject in the course will be more helpful to the student who is spending his or her last days in school. A knowledge of science enables a person to live intelligently. The last year

in the Intermediate Department offers an introduction to this subject in the text Holden's Real Things in Nature.

Science I. Physical Geography, or Commercial Geography, (3 periods).

Texts: Tarr's New Physical Geography; Trotter's Commercial Geography.

Science II. Physics or Agriculture, (3 periods).

Texts: Higgins' Lessons in Physics; Burkett and Hill's Agriculture.

Science III. Chemistry or Botany.

Text: Bailey's Botany.

BIBLE.

In this course the Bible is treated not only as literature and history, but as a guide to moral and spiritual completeness. The instruction is not doctrinal in any sense. An effort is made to create a love for the study of God's Word. Special attention is given to the New Testament, emphasizing the principal teachings of Jesus.

Any one may take this course and rest assured that no effort will be made to teach any phase of any church doctrine.

Text: Bible, and helps to be selected.

EDUCATION AND NORMAL COURSE.

Education I. Principles of Teaching and Methods of Management.

This course is designed to prepare young men and young women for efficient work in the elementary schools. This course makes a systematic study of the principles of teaching and the methods of management. It deals with such topics as attention, interest, habit, emotions and will. The instructor realizes that there is a limit to the extent of this study in the high school, so does not make the course unpopular by undertaking too much. Methods of instruc-

tion and management are also discussed with an eye singled to the real needs of the teacher. The course is made as practical as possible, much of the time is spent in applying these principles to the problems of the school work in a practical way. In connection with this is a Normal Course which reviews the elementary school subjects and gives special attention to the best methods of presentation.

Texts and reference to be selected.

Education II. Sunday School Pedagogy, (2 periods a week).

This course is planned to prepare for intelligent and moral teaching in the home and Sunday School. The best methods for every phase of the Sunday School work are discussed. Organization, management, grading, class teaching, etc.

Texts to be seletced.

MUSIC.

The value of the study of Music as making life worth living ought to be emphasized. More and more the world is coming to know that music means more than a superficial polish—it is a necessity to well-rounded culture, because to an unusual degree it disciplines the mind, refines the spirit, and leads to full and rich enjoyment outside one's self. A woman is more a woman to be able to think the thoughts of great musicians of all time; her whole life must be deeper and sweeter thereby.

Besides the work in pianoforte, there is among the students on enthusiastic Chorus Class, under the management of the music director; this feature gives variety and pleasure to the entire school life. There is also a pleasant Reading Circle for the purpose of interesting the girls in the history of music and the lives of great composers. No charge is made for membership in the Chorus Club and Reading Circle.

Frequent recitals are given by the music students and Chorus Club. Three or more concerts are given during the year for the general public.

EXPRESSION.

The Institute recognizes the Department of Expression as an important factor in the educational scheme. It recognizes that expression is an art based upon the laws of nature—the outward expression of the inward emotion—high among the highest of fine arts; one of the easiest to dabble in, and one of the hardest in which to reach true excellence.

It is the aim of the course to harmonize all the faculties of the mind, and all the forces of natural expression, and to enable the students to enjoy, to appreciate, and to interpret correctly the thoughts and passions of the human soul. The students recite before the class weekly and public recitals are given frequently during the year.

The course consists of: Physical culture, talks on health, articulation, inflection, quality of tone, recitations and declamations, sight reading, platform and art gestures, study of monologs, original work in the adaptation of novels and dramas to platform use, Shakespeare's plays, dramatic sketches.

ART.

It is the aim of the school to afford opportunity for the study of Art as a part of a liberal education, and to inspire students with a desire for a professional career, either as teacher or artist. Besides the regular branch, the department offers a separate course in public school drawing. The training of an artist and that of a public school teacher are two totally different problems, though much of the foundation work must be the same. While a drawing teacher should be able to execute well, it is still more important that he should be able to prepare and present lessons suitable to the requirements of our public schools. To prepare the teachers of drawing who will be practical, thorough and methodical, with a certain technical skill, and who will understand the utility side of the subject as well as the artistic, is the aim of the department. To accomplish this, the course has been carefully planned, so that all



SOCIETY HALL.

subjects and problems which are liable to confront a teacher in the public school, have been taken into consideration.

The following is the given outline of the course: Principle of Design, Applied Design, Color Work, Theory of Color, Perspective, Mechanical Drawing, Blackboard Work.

Course I. Regular Art Course. Drawing from geometrical solids and objects with simple massing of shadows in charcoal. Drawing in lead pencil, sketching in black and white, work from still life and flowers. Outdoor sketching in different mediums, charcoal, colored chalk, pen and ink drawing from nature.

Elements of pen and ink rendering. Rendering with pen and brush. Rendering in Water Color.

Course II. General Design. Applied designs of book covers, wall paper, carpet, china painting, phyrography and other ornamental branches.

PHYSICAL CULTURE.

The average student is not at all careful about his physical condition. So often we see students wrapped up in their work and wearing their lives away and no effort being put forth to check this among the students. The course offered and required will remove this state of bad health found in so many schools. The object of this course is to see to it that the students who enter this school will return home stronger physically as well as mentally. The boarding students, boys, are required to take special exercise each morning at 6:45. All young men are required to drill three periods a week when the weather will permit. No one is excused from either of these exercises unless a written request is sent direct to the Principal from the parent, or the student presents a certificate from a reliable physician stating that he is not able to take the exercise. The girls are required to take just such exercise as the Lady Principal deems best. Generally they play tennis, or basket ball, or take walks. They have the opportunity to

drill one period a week. Two medals are offered; one for the best drilled girl, and one for the best drilled boy.

A suitable text book for study along this line will be selected and all who desire may take the course, (2 periods a week).

EXPENSES PER MONTH.

Primary Department	$1.00—$2.00
Intermediate Department	2.50— 3.00
High School Department	3.50— 4.00
Music (Piano)	3.00
Drawing	2.50
Elocution (Special)	2.50
Elocution (Class)	1.00
Normal Course	3.00
Typewriting	2.00
Incidental Fee (Day pupils)	.10
Board, including room-rent, lights and fuel	9.00

All students who board and room in school, upon matriculating, make a deposit of $1.00 for the entire session. This deposit is liable for any injury to school property for which the students are responsible. At the end of the session it is returned, after deducting any charges that may have been recorded against it.

Upon matriculation each boarding student and all high school pupils are required to pay a matriculation fee of $2.00

A fee of fifty cents is charged for all special examinations.

TERMS.

Each boarding student is required to pay one month's board in advance before being registered as a regular student in class, unless special arrangements have been made beforehand. Any one desiring special terms must make them with the treasurer before the entrance of the student.

To all parents who send three or more children a discount of ten per cent. will be given in the literary tuition.

Parents desiring to engage rooms for boys and girls must make a deposit of two dollars per room by August fifteenth. This amount will be deducted from the first month's board.

Make all checks payable to Liberty-Piedmont Institute. The Bursar will send out bills at the end of each month and prompt settlement will be expected. The Trustees insist that all bills be paid promptly.

All bills payable to the Bursar at the Principal's office.

MINISTERS.

All young men who are studying for the ministry will receive free tuition. To be recognized as a ministerial student the school requires the student to furnish a written recommendation from his pastor and church. If, in the judgment of the Faculty, any ministerial student proves to be unworthy of this consideration he will be notified that tuition will be charged.

FURNISHINGS.

All boarding students should provide themselves with a pair of sheets (for double bed), a pair of pillow cases, blankets, laundry bag, counterpane, towels, soap, four napkins, and a napkin ring. Students are required to furnish their rooms with a pitcher and wash-bowl, which can be bought here at a reasonable price.

REMARKS TO PARENTS.

Parents and guardians are earnestly requested not to encourage irregular attendance; not to allow their sons or daughters to be absent from either the opening or closing exercises of the session. Students who enter late are handicapped throughout the session. Every absence from recitation causes a decrease of interest. The work of the ses-

sion is not finished until the final examinations have been held. In case of necessary irregularity, parents are requested to notify the Principal of the existing necessity. Permission is granted students to leave the place in term time (special or urgent cases excepted) only on written request of parent or guardian.

Parents are requested to provide their children with only a reasonable amount of spending money. The merchants have been asked not to credit any student without a written order from the parent or guardian. It is a good plan to have your boy or girl submit an itemized statement of the money spent each month. This will teach a valuable lesson and save trouble.

Patrons should always write to the Principal, and not to their children, in regard to changes in study, permission to visit, or other special privileges.

In case of complaint on the part of a student, the parent is requested to see or write to the Principal in regard to the same.

Parents are asked to communicate freely with the Principal relative to matters pertaining to the welfare of their children.

It is expected that parents will co-operate with the school in maintaining such regulations as experience has shown to be necessary for the best interests of those committed to its care.



BASE-BALL TEAM.

TESTIMONIALS.

From Wm. Louis Poteat, President Wake Forest College, Wake Forest, N. C.

I am glad to be able to recommend warmly to the public the management and teachers of the Liberty-Piedmont Institute whom I have the pleasure to know. The Principal has shown himself to be one of the best school men in the State. The Lady Principal I believe to be possessed, in an unusual degree, of the qualities which her position requires. The new teacher, Mr. John M. Cheek, receives his Bachelor of Arts degree from Wake Forest College in May after a successful student career of four years. He is a young man of a certain maturity of judgment and solidity of character combined with the capacity for leadership. I look for him to show himself a worthy companion and fellow-helper in the noble work which the Institute is doing for our people.

From Rev. R. T. Vann, D. D., President of Meredith College, Raleigh, N. C.

I consider the Liberty-Piedmont Institute one of our best secondary schools, both in the work it does and in its religious spirit. The students that have come to us from that school have not only entered well but have maintained themselves creditably in their classes.

From Rev. M. L. Kesler, Manager of the Baptist Orphanage, Thomasville, N. C.

To all who wish to send their boys and girls to a good High School, I can most heartily recommend the Liberty-Piedmont Institute for several reasons. It is in a small village composed of excellent people in which the leading citizens have sacrificed much for the school, insuring their continued interest in its highest welfare; it is a denomina-

tional school, though not unpleasantly so, and stands for Christian education; it not only stands for religion and morals, but does solid work in every way. Here is the place for our boys and girls who seek to prepare themselves for the highest in life.

From Col. Wm. A. Blair, Vice-President and Cashier of The People's National Bank, Winston-Salem, N. C.

It was my great privilege, recently, to visit the Liberty-Piedmont Institute and to meet the pupils and teachers and to make an investigation of the work which they are doing. It gives me pleasure to say that the building is a surprise and a revelation to any visitor, being well appointed and magnificent in every way.

The teachers are doing good work and their results are striking and interesting.

The student body impresses one as being far above the average.

The influence and surroundings of the school are ideal. No parent will make a mistake in sending a son or a daughter to Liberty-Piedmont Institute. It gives me plasure to say this.

From Prof. John B. Carlyle, Wake Forest College.

It gives me pleasure to bear testimony to the high character of the work done in the Liberty-Piedmont Institute. Its students, who have entered Wake Forest College, in the thoroughness of their reputation and the excellence of their deportment, have reflected great credit on the Institute.

From Prof. P. S. Vann, Supt. Public Instruction of Davidson County, Lexington, N. C.

No institution in the State is doing more thorough work than Liberty-Piedmont Institute. There is not a more beautiful nor a better equipped building to be found anywhere. The location is all that could be desired. It is entirely free from malaria and fever. The record of the fac-

ulty and students in their activity in religious work has been beautiful.

From Livingston Johnson, Corresponding Secretary, Baptist State Convention, Raleigh, N. C.

Permit me to congratulate you on securing such a strong force of teachers for next year. Mr. Curtis is an admirable gentleman and has proven himself to be a very successful school man. Misses Graves, Thompson and Snider are unusually strong and well equipped young women and their work in the class room and their influence outside will, in my judgment, be all that you could ask. It seems to me that there is a bright future before your school and I wish for you the highest measure of success.

From Mr. Archibald Johnson, Editor Charity and Children, Thomasville, N. C.

I have been brought into quite close contact with many of our North Carolina High Schools, and do not hesitate to say that the Liberty-Piedmont Institute stands in the front rank with the very best.

The students in the different colleges, that have gone out from the school, have given it a high reputation because of their thorough preparation and excellent deportment.

Its fortunate location, and its freedom from the evil influences that surround centers of population make it a safe place for boys and girls in the formative period of their lives.

From His Excellency, Governor W. W. Kitchin, Raleigh, North Carolina.

I know the Liberty-Piedmont Institute, situated at Wallburg, North Carolina.

It is located in a healthful country community of splendid people. It is under excellent management, and is doing a great work. I cheerfully commend it to the public.

MISCELLANEOUS.

All students are required to use books adopted by the school. The right to change text-books without notice is reserved; therefore, we advise students not to buy books before entering. Books and stationery can be obtained here.

Classes will be formed at the beginning of each term, and students who enter late must enter classes already formed.

The Principal is always glad to answer any question and to assist in any way in making arrangements for board, room and so forth.

Patrons and other friends of the school are invited to visit us at any time.

All linen should be marked with full name.

Arrangements can be made for laundry work at reasonable rates.

Students from a distance will come to Winston-Salem, High Point or Thomasville, where they will be met on August 21st, and January 1st, if the Principal has been notified, and conveyed to Wallburg for $1.00; except on these days a charge of one dollar and fifty cents will be made. No charge will be made for baggage.

Letters and packages should be addressed in care of Liberty-Piedmont Institute. Packages sent by express (Winston-Salem is the nearest express-office) should be prepaid.

Our class-rooms are furnished with patent desks, the best blackboards, maps and other equipment.

Telegrams should be sent to Winston-Salem, (care of Liberty-Piedmont Institute,) from which place they will be telephoned to the Institute at once, without extra expense.

Parents will please remember that we have separate dormitories for boys and girls, and that no social intermingling is allowed except under the eye of a teacher.

PRINCIPAL'S HOME.

LIBERTY TENNIS CLUB.

MAIN BUILDING.

All privileges depend upon promptness, regularity, satisfactory class-work and general deportment.

No student is allowed to keep in his possession any fire-arm or other dangerous weapons, without permission from the Principal.

The boys rooms are inspected several times a week and a written report of their condition is filed in the Principal's office.

Cigarettes, intoxicants, profane or obscene language, card playing or any conduct calculated to damage the school is strictly forbidden. A student who is not willing to be governed by the rules and regulations need not apply for admission. We need students; but we desire no one who has no earnest purpose in school life, or whose influence might prove damaging to the school. The members of the school are expected to be ladies and gentlemen in the best sense of the word.

REGISTER OF STUDENTS 1910-1911.

Name.	Parents Name.	County.
Armfield, John	Mrs. Frances Armfield	Guilford
Bailey, Albert	J. P. Bailey	Stokes
Bailey, Poultney	J. P. Bailey	Stokes
Barker, Bettie	T. C. Barker	Guilford
Blanchard, Selvin	Mrs. Laura Blanchard	Bertie
Boyd, Basil M.	R. J. Boyd	Mecklenburg
Brendle, Willie	C. A. Brendle	Forsyth
Clinard, Cassie	G. W. Clinard	Davidson
Clinard, Dempsie	G. W. Clinard	Davidson
Craven, Lester	John Craven	Davidson
Davis, Floy	Mrs. C. W. Davis	Forsyth
Denny, Clara	J. M. Denny	Davidson
Dyer, Williard	Mrs. E. J. Simmons	Guilford
Everhart, Elkin	J. H. Everhart	Forsyth
Everhart, Havana	J. H. Everhart	Forsyth
Everhart, Mary Lou	H. E. Everhart	Davidson
Foster, Naylor	H. L. Foster	Davie
Fulp, Ernest	Dr. E. Fulp	Stokes
Garrison, Mary	Mrs. C. R. Garrison	Davidson
Garrison, Jester	Mrs. C. R. Garrison	Davidson
Garrison, Arline	Mrs. C. R. Garrison	Davidson
Green, Connie	W. P. Green	Davidson
Green, Lessie	W. P. Green	Davidson
Green, Pearl	W. P. Green	Davidson
Gwyn, Allen H.	J. P. Gwyn	Caswell
Hamlen, Blanche	M. L. Hamlen	Forsyth
Hamlen, Leonard	M. L. Hamlen	Forsyth
Hayworth, Collie Mae	B. C. Hayworth	Forsyth
Hayworth, Cleta	W. S. Hayworth	Forsyth
Hayworth, Lillian	W. S. Hayworth	Forsyth
Hendricks, Era	M. J. Hendricks	Davie
Hines, Early	J. W. Hines	Davidson
Howard, Irene May	P. N. Howard	Caswell
Jenkins, Lessie	E. E. Jenkins	Davidson

Name.	Parents Name.	County.
Jenkins, Mamie	E. E. Jenkins	Davidson
Johnson, Fay	Ben Johnson	Forsyth
Jordan, Edward	J. B. Jordan	Randolph
Jordan, Ralph B.	M. J. Jordan	Chatham
Keller, Grace	Rev. O. A. Keller	Davidson
Keller, Lois	Rev. O. A. Keller	Davidson
Keller, Erastus	Mrs. M. A. Keller	Alexander
King, Rev. Jas. M.	Mrs. R. A. Covington	Stokes
Lindsay, Clyde	Mrs. D. F. Lindsay	Davidson
Lindsay, Lawrence	Mrs. D. F. Lindsay	Davidson
Linville, Stokes	Dr. A. Y. Linville	Forsyth
Long, Dewey	J. R. Long	Davidson
Long, Fannie	J. R. Long	Davidson
Long, Ray	J. R. Long	Davidson
Lookabill, Carl	J. D. Lookabill	Davidson
Mason, Estelle	John H. Mason	Davidson
Mason, Evelyn	John H. Mason	Davidson
Mason, Paul	John H. Mason	Davidson
Mason, Gertrude	W. B. Mason	Iredell
McCuiston, Carl	J. J. McCuiston	Davidson
McCuiston, John	J. J. McCuiston	Davidson
McCuiston, Walter	J. J. McCuiston	Davidson
McCuiston, Claud	J. J. McCuiston	Davidson
McCuiston, Lettie M.	J. J. McCuiston	Davidson
Motsinger, Bessie	Will Motsinger	Davidson
Motsinger, Clyde	Will Motsinger	Davidson
Motsinger, Nellie	Will Motsinger	Davidson
Motsinger, Eulalia	W. H. Motsinger	Forsyth
Motsinger, May	Charles Motsinger	Forsyth
Motsinger, Jay	Joe Motsinger	Davidson
Motsinger, Lucy	Joe Motsinger	Davidson
Motsinger, Conrad	H. F. Motsinger	Davidson
Muse, Glenn	N. J. Muse	Moore
Neal Jay Glenn	J. H. Neal	Rockingham
Neal, Eura	J. H. Neal	Rockingham
Neal, Lucie	J. H. Neal	Rockingham
Neal, Hassell G.	J. H. Neal	Rockingham
Padgett, Chester	D. L. Padgett	Mecklenburg

Name.	Parents Name.	County.
Paschal, Raymond	J. H. Paschal	Caswell
Pitts, Emerson	Andrew Pitts	Forsyth
Plunkett, Carl	Mrs. E. V. Plunkett	Forsyth
Plunkett, Percy	Mrs. E. V. Plunkett	Forsyth
Reece, Alberta	J. L. Reece	Davidson
Reece, Theresia	J. L. Reece	Davidson
Reece, Clara	J. W. G. Reece	Davidson
Reece, Lillie	J. W. G. Reece	Davidson
Reed, Dewey	Joe Reed	Davidson
Reid, Samuel	George Reid	Davidson
Roberson, Clyde	M. J. A. Roberson	Guilford
Rothrock, Comann	G. S. Rothrock	Forsyth
Sharp, Troy	J. A. Sharp	Davidson
Shepperd, J. Helon	C. H. Shepperd	Stokes
Sink, Leslie	C. C. Sink	Forsyth
Snider, Albert M.	P. M. Snider	Davidson
Spurgeon, Blanche	Charlie Spurgeon	Davidson
Spurgeon, John	Charlie Spurgeon	Davidson
Stamps, Gwyn	W. R. Stamps	Caswell
Stephens, Mabel	P. T. Stephens	Caswell
Stone, W. Stewart	R. L. Stone	Davidson
Stone, Homar	Milton Stone	Forsyth
Stone, Walter	M. S. Stone	Davidson
Stone, Wallace B.	M. S. Stone	Davidson
Stone, Wayne	M. S. Stone	Davidson
Stone, Wayland	M. S. Stone	Davidson
Sullivan, Annie	N. S. Sullivan	Forsyth
Sullivan, Richard	D. M. Sullivan	Guilford
Swain, Harvey	Erastus Swain	Forsyth
Teague, Clay Van	Charles H. Teague	Davidson
Teague, Etta	Charles H. Teague	Davidson
Teague, Harvey	Charles H. Teague	Davidson
Teague, Ray	Charles H. Teague	Davidson
Teague, Mattie	N. R. Teague	Davidson
Thomas, Joseph	Adolphus Thomas	Forsyth
Thomas, Ollie	Adolphus Thomas	Forsyth
Underwood, Robt. S.	Philippi Underwood	Randolph
Veach, Rossie	Mrs. M. E. Veach	Forsyth



MR. JOHN M. CHEEK,
ASST. PRINCIPAL.

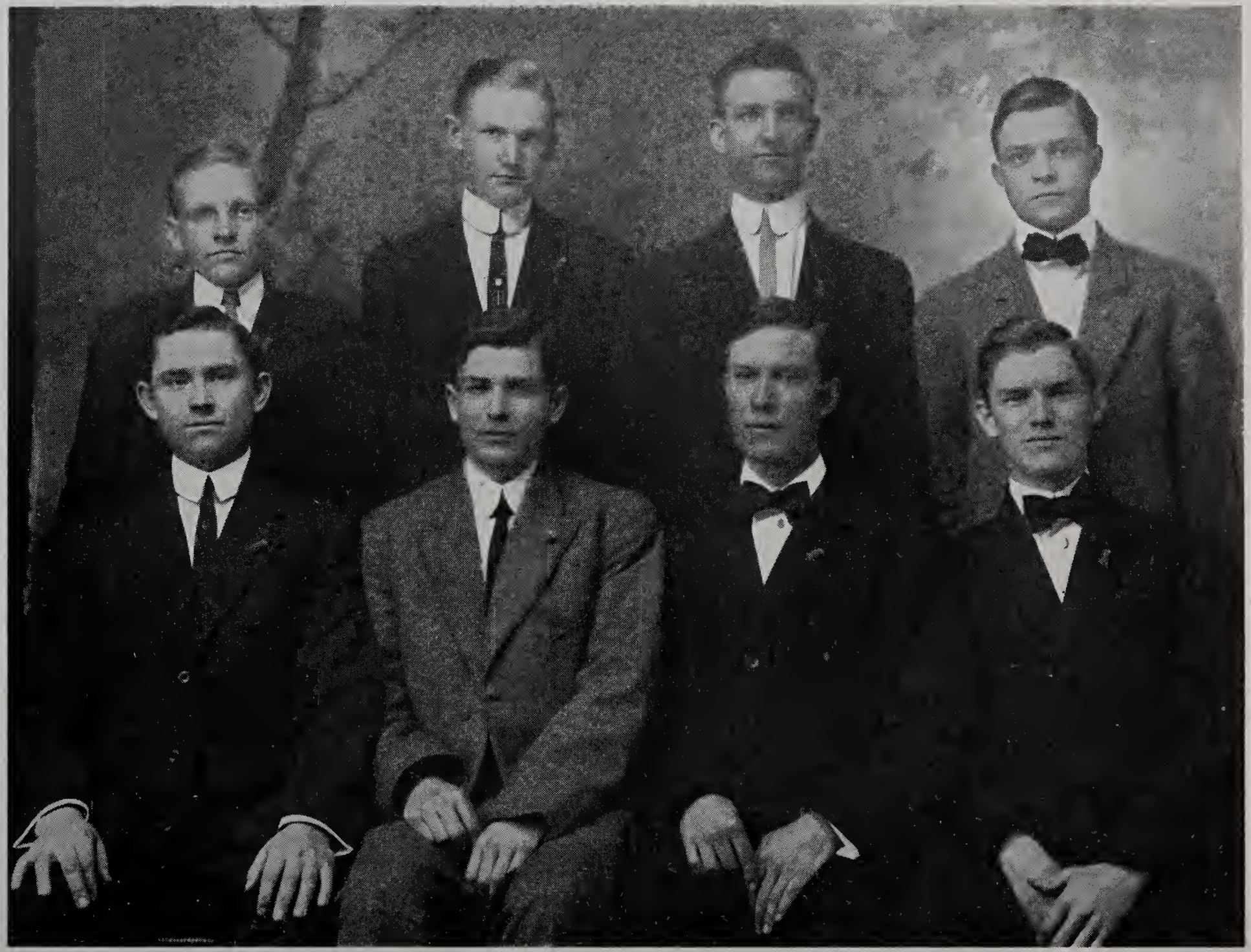
Name.	Parents Name.	County.
Wagner, Leon	B. B. Wagoner	Davidson
Wall, Clara	G. W. Wall	Davidson
Wall, Claudia M.	G. W. Wall	Davidson
Wall, Ida	G. W. Wall	Davidson
Wall, Lillie	G. W. Wall	Davidson
Wall, Oliver	G. W. Wall	Davidson
Wall, Carroll C.	C. M. Wall	Davidson
Wall, Charles	C. M. Wall	Davidson
Wall, Fletcher	C. M. Wall	Davidson
Wall, Gladys	C. M. Wall	Davidson
Wall, Martha C.	C. M. Wall	Davidson
Wall, Calvin	T. S. Wall	Davidson
Wall, Ferrell	T. S. Wall	Davidson
Wall, Leota	T. S. Wall	Davidson
Wall, Pervie	T. S. Wall	Davidson
Wall, Roxie	T. S. Wall	Davidson
Weavil, June	L. J. Weavil	Davidson
White, C. M. Jr.	C. M. White, Sr.	Davidson
Woosley, Thos. E.	Daniel Woosley	Davidson
Wyre, Marion	J. Q. A. Adams	Davidson
Wyre, Mary	J. Q. A. Adams	Davidson
Wyre, Bert	Harris Wyre	Davidson
Yokeley, Carron	J. W. Yokeley	Davidson
Yokeley, Rosa	J. W. Yokeley	Davidson
Yokeley, Lema	J. W. Yokeley	Davidson
Yokeley, Vergie	J. W. Yokeley	Davidson
Yokeley, Wade	J. W. Yokeley	Davidson

STUDENTS IN ELOCUTION.

John Armfield,
Albert Bailey,
Bettie Barker,
Selvin Blanchard,
Basil Boyd,
Willie Brendle,
Floy Davis,
Williard Dyer,
Mary Lou Everhart,
Mary Garrison,
Jesner, Garrison,
Pearle Greene,
Allen Gwyn,
Era Hendricks,
Fay Johnson,
Ralph Jordon,
Edward Jordon,
James King,
Fannie Long,
Carl Lookabill,
Estelle Mason,
Paul Mason,
Conrad Motsinger,
Glenn Muse,
Jay Glenn Neal,
Eura, Neal,
Lucie Neal,
Clara Reece,
Troy Sharpe,
J. Helon Shepperd,
Albert Snider,
Blanche Spurgeon,
Mabel Stephens,
Wallace Stone,
Stewart Stone,
Annie Sullivan,
Richard Sullivan,
Joseph Thomas,
Robert Underwood,
Claudia Wall,
Ida Wall,
Martha Wall,
Lema Yokeley.

STUDENTS IN PIANO.

Bettie Barker,
Floy Davis,
Mary Garrison,
Era Hendricks,
Grace Keller,
Fannie Long,
Estelle Mason,
Eura Neal,
Lucie E. Neal,
Mabel Stephens,
Troy Sharp,
Blanche Spurgeon,
Claudia Wall,
Ida Wall,
Gladys Wall,
Mattie Wall.



L. P. I. CLUB, WAKE FOREST.

G. G. WALL, GEORGE APPERSON, E. O. WALL, CHARLES FARRELL,

M. V. WILLIAMS P. P. GREENE C. B. SHARP

STUDENTS IN NORMAL COURSE.

Floy Davis,
Lillian Hayworth,
Irene Howard,
Erastus Keller,
Gertrude Mason,
Wallace B. Stone,
Annie Sullivan,
June Weavil,
Thomas Eugene Woosley.

STUDENTS IN ART.

Basil Boyd,
Floy Davis,
Era Hendricks,
Irene Howard,
Richard Sullivan,
Lillie Wall,
Roxie Wall.

Favorite Stoves and Ranges are made in the *best equipped factory in the world.*

ABOUT CONFIDENCE.

The foundation stone of our business is confidence. Every article of merchandise we have in our store was bought because we were sure it would meet the needs of our customers and give perfect satisfaction.

Come and look our stock over. You will find we have anticipated all your requirements for ''Good Old Summer Time.''

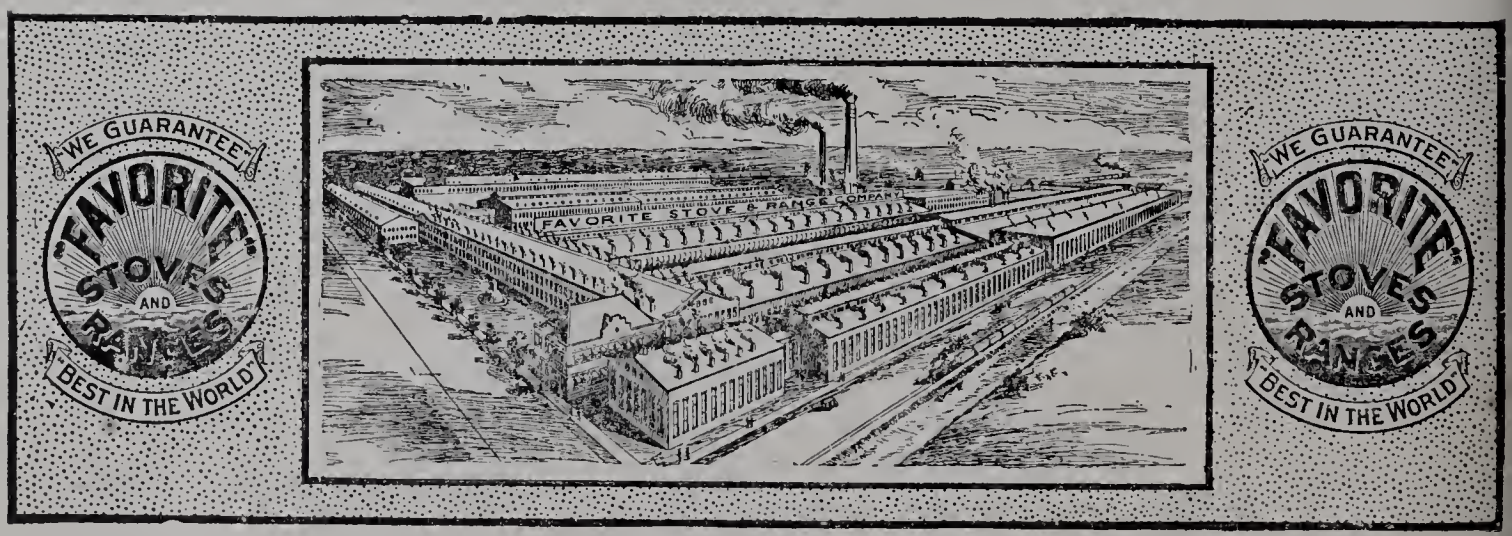
We sell everything that a home ought to have. The furnishings of your home are the strongest proof of your good taste and prosperity.

You ought to have good furnishings in your home for they give you much better service and make a richer, more comfortable place in which to live and receive your friends.

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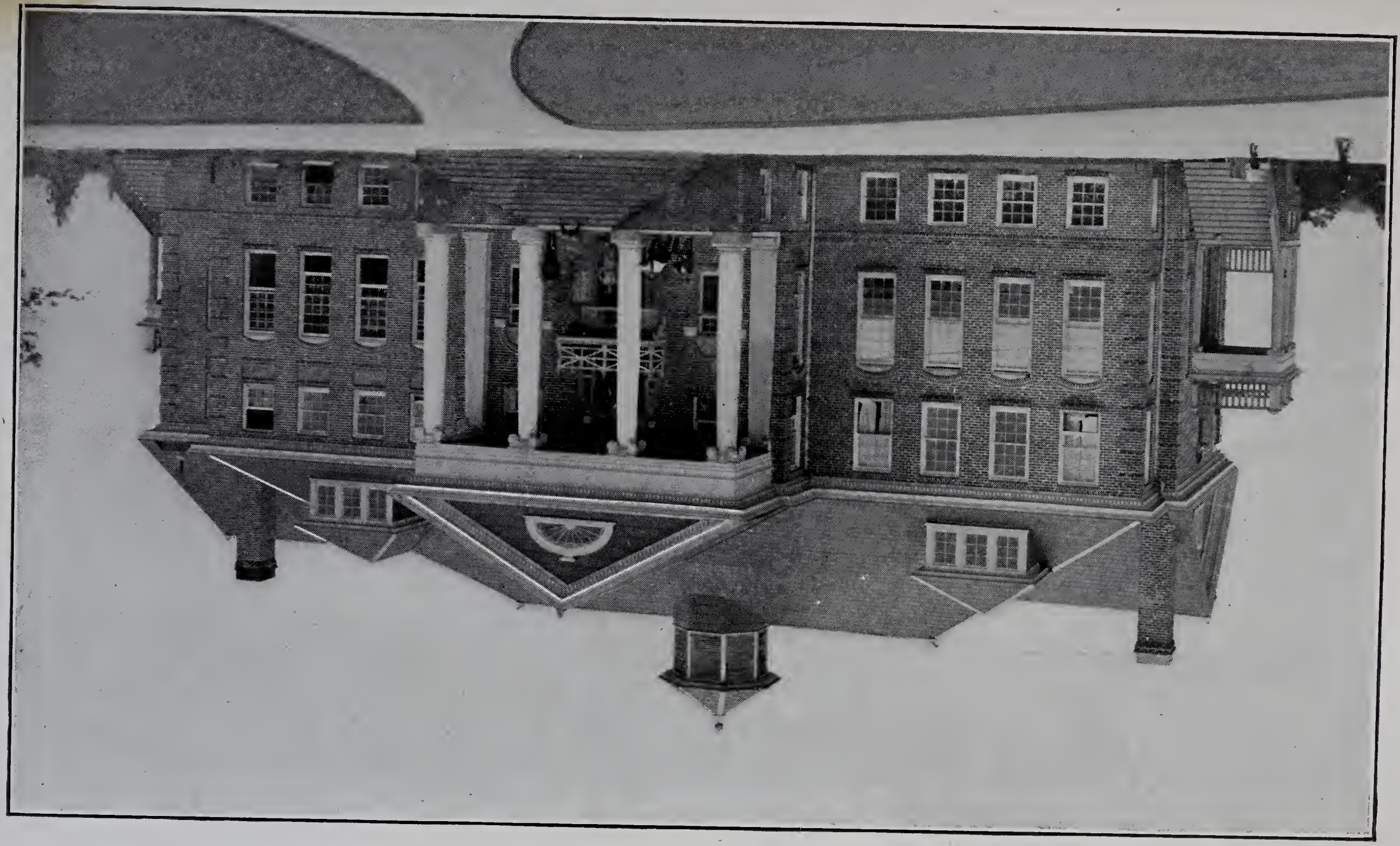


Liberty Piedmont Institute

Valdese, N. C.



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Tenth Annual Catalogue

OF

LIBERTY-PIEDMONT INSTITUTE

Wallburg, North Carolina

Davidson County.

1912 - 1913

UNION REPUBLICAN PRINT, WINSTON-SALEM, N. C.

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THE INSTITUTE CALENDAR.

1912

Session opens Tuesday, August 27.

Rally Day, September, 20.

Thanksgiving Holiday, November 28.

Debate by Aristotelian and Philotechnic Literary Societies, December 6.

Fall Term Examinations, December 16-20.

Christmas Holidays, December 20, 1912 to January 2, 1913.

1913

Spring Term opens Tuesday, January 2.

Anniversary of Literary Societies, February 21.

Annual Picnic, Easter Monday.

Final Examinations, April 26-30.

Commencement, May 1-2.

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MARY ELIZABETH LOVILL.
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Band Director.

MRS. J. Q. A. WALL,
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Vice President Miss Fay Johnson.
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Manager Ruby Lea.
Secretary and Treasurer.....Blanche Spurgeon.

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Secretary and Treasurer.....Claude Jordan.

BASKET BALL (girls).

Manager Ethel Woods.
Secretary and Treasurer Estelle Mason.

BASKET BALL (boys).

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Captain Albert Bailey.
Coach Prof. H. M. Beam.

TENNIS.

Manager Charles Snider.
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Y. W. C. A.

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Liberty-Piedmont Institute.

THE GROWTH of the school for the past nine years has been constant. At first, a small enterprise of the Liberty Association, in a crude wooden building the institution opened its doors and offered its services to the boys and girls who were anxious to enter the larger life. The effort of the school has always been to make thorough training its motto. The record of the former students, made in the colleges to which they have gone, is very gratifying.

In 1907 the Piedmont Association joined hands with the Liberty Association and the name of the school was changed to do honor to the names of these first two Associations to adopt it. The South Yadkin Association, last year, decided to put its influence and prayers behind the school. We hope that others may soon decide to join in the work and as an evidence of its appreciation the school will endeavor to fulfill its mission to the people.

The destruction by fire in 1908, of the entire plant seemed a calamity at the time; but out of the ashes of the old building the new and splendid edifice has arisen. Hardly a school of its class in the State has a building more admirably adapted to the work of teaching than the Liberty-Piedmont Institute.

LOCATION.

The location of the school is ideal. Out in the country, and yet within six miles of the terminus of the Winston-Salem Street Car line, with an altitude of nine hundred and sixty feet above the sea level, and in a community free from the vice of the populous centers, it is eminently adapted to the work of training the mind of youth. The

village, though small, has the modern conveniences and comforts of life. There are Electric Lights and Water Works. A daily mail from High Point and local and long distance telephone connections keep the town in close touch with the great throbbing life of the world.

BUILDINGS.

Parents like to know, when their children leave home that the place to which they are going is pleasant, homelike and helpful. We invite patrons and friends of the school to inspect our accommodations and school work.

The main building, which cost about $18,000 is a brick structure. It is commodious, well arranged and thoroughly comfortable. The arrangements for ventilation, heating and drainage, are carefully made. Some work looking to the comfort of the students will be done on our heating plant this Summer.

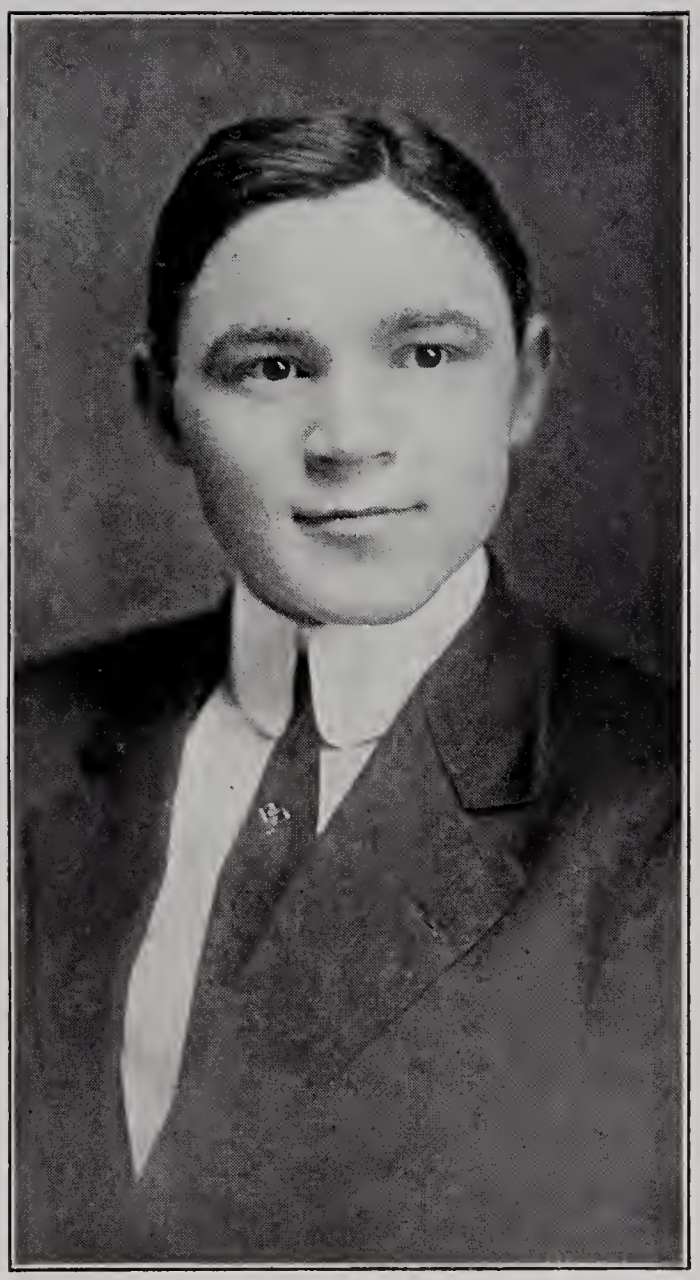
On the first floor of the main building is the Dining Room, the Kitchen, three Recitation Rooms and a Music Room. On the second floor is the Auditorium, with a seating capacity of about four hundred and fifty, two Recitation Rooms, Music Room, Library, the Principal's Office and a Society Hall. The third floor is the boys dormitory and about forty can be nicely accommodated. The rooms are plastered and can be kept clean and comfortable. The Assistant Principal lives in this building, and all boys placed here are under his special care.

The old dormitory, known as "The Boys' Home" is only fifty feet from the main building, it contains twelve rooms, suitable in every way to be used by the boys.

The "Vann Home" is occupied by the Lady Principal, the lady teachers, and all boarding girls. The girls are thrown in contact with the teachers and this association is helpful to them. The vigilant Lady Principal looks constantly to their protection and comfort.

AIM OF THE SCHOOL.

Character building along with mental training in a



MR. H. M. BEAM, ASST. PRINCIPAL.

homelike atmosphere, under discipline, not harsh, but positive and decided is the aim of the school. A definite and decided system of morals underlie the body of teaching and Jesus Christ occupies His rightful place.

It is not the purpose of the school to pull down or to antagonize any other institution of learning. We have a friendly feeling for all schools that are striving to aid the young in their preparation to assume the duties that the Church and State will soon place upon them. There is too much to do for us to spend one minute in trying to fetter any other school. Our efforts are directed toward making Liberty-Piedmont Institute the best high school in the State.

The fact that this school is under the management of the Baptists need not cause any one to hesitate to patronize it. The school does not in any way try to interfere with the denominational preference of any student.

HEALTH.

The health of the students is considered of primary importance. The locality being healthful and with proper regard for sanitary conditions, there is no reason why students, who do not violate the laws of health, should get sick. In case of sickness, however, the services of a good physician, who lives near the school, can be had at a reasonable cost. The teachers consider it as much their duty to look after the health of the students as to be patient and painstaking in the class room.

BOARD.

Teachers and students sit at the same table. The tables are supplied with food that is wholesome, palitable and prepared in the best manner.

We advise all students to take their meals in the large dining hall. However, young men, who so desire, can make arrangements for club-boarding. The price of board is thus reduced to its actual cost.

CO-EDUCATION.

Doubtless there are those who will hesitate to patronize our school because it is a co-educational institution. Most people readily admit the refining and helpful influence that co-education has upon boys, but there are a few who deny that it is beneficial to girls. One of our most successful teachers has this to say about co-education: "Society binds men and women into families, and there is no good reason why they should be separated during the years of preparation for that union. The association of boys and girls in school gives to each a better appreciation of the other. Girls and boys mingle with one another in their homes, under parental supervision. In school this association should, to a limited degree, continue, with conscientious teachers acting the part of parents. Co-education makes young men honorable, courteous, and refined; young women earnest, dignified and discreet."

For the benefit of those who might hesitate to send their girls to Liberty-Piedmont Institute because it is co-educational, we will say that social intermingling between boys and girls is not permitted except under the eye of a teacher.

RELIGIOUS PRIVILEGES.

The work of each day begins with religious exercises, which all students are required to attend. Boarding students are required to attend Sunday School and preaching services. The body and mind often receive all the attention but we realize that the soul is important and that if it is neglected all effort is spent in vain. The emotions and will of the students are studied by the teachers, who are always on the alert to do what is best for the student in this respect. The effort of all is to create an atmosphere that will foster and develop the proper spirit. There is a beautiful strong force at work among the students that has already done much good, and its influence is felt. The force eminates from two student organizations: Y. M. C. A. and Y.

W. C. A. These Associations meet each week. Their programmes are posted several days before the time for meeting and great interest is manifested. Parents may send their children to Liberty-Piedmont Institute knowing that they will be surrounded with the best Christian influence.

DISCIPLINE.

The discipline is firm but kind. We have as few rules as possible; the rules are the outgrowth of the conduct of the students. No rule is made until it is deemed necessary to the success of the school. Students are expected to conduct themselves as ladies and gentlemen, and to give proper diligence to their studies. It is the policy of the school to rely more upon the honor and good sense of the students than upon any system of petty rules.

Such rules, however, as are necessary will be strictly enforced. It is assumed that all students, upon entering the school, pledge their obedience to the authority of the Principal and his assistants. Implicit confidence is placed in all students as long as their conduct warrants such a trust. A student who fails to conform to the usages and regulations of the school, or proves untrustworthy, or exercises a harmful influence, or neglects his studies, is liable at any time to be dismissed, even if there is no special act of insubordination.

To make a success of school life requires hard work, and all students who come to our school are expected to do their best. The purpose of this school is to surround the students with those influences that will cause them to develop into refined, cultured and noble men and women. They are taught to aim at the best things in life.

LITERARY SOCIETIES.

The three Literary Societies—Philotechnic and Aristotelian for the boys, and the Princess for the girls are well organized and are working with increasing interest to promote the culture and social life of the institution. Each

Society meets once a week for debate, literary work and transaction of business. Public debates are held several times each year. Debates with some other school will take place this year. A student who enters the institution and fails to take an active part in one of these societies neglects one of the best opportunities offered by the school. It is important to have knowledge, but to be able to use this knowledge is what makes life worth while. The best place to learn the art of using what one has is in one of the Literary Societies.

THE LIBRARY.

The Library is steadily growing. Several friends of the school have donated some valuable books, and several have promised to send a collection, and others have promised to give money to increase the Library Fund which we hope will continue to grow. The Library is open each day, and should be constantly useful to the student in his reference work, as well as in his general reading.

THE READING ROOM.

In connection with the Library is a Reading Room which is supplied of our best daily and weekly papers, together with some standard magazines. Among the periodicals found in the Reading Room may be mentioned the following: Children's Magazine, Correct English, Etude, Everybody's Magazine, Harper's Weekly, Independent, Musician, Normal Instructor, Outlook, Physical Culture, Recreation, St. Nicholas, Success, Uncle Remus, Primary Education, American Boy, Charlotte Observer, The Dispatch, Davidsonian, Biblical Recorder, Charity and Children, Current Events, Education, Hertford Herald.

EXAMINATIONS AND REPORTS.

All students who do not make a total average of ninety-five one-hundredths of the maximum grade are required



SECTION OF DINING ROOM.

to stand examinations at the end of each term. Short examinations and written reviews are held from time to time. Seventy-five per cent. must be made in order to pass the examination. Students failing to make this mark are not advanced to a higher class until they make up the deficit to the satisfaction of the teacher.

All students who are absent from class are marked zero and this work must be made up before the zero is removed. Students who fail on two or more recitations in one week are required to attend school on Saturday morning.

Reports, showing the grade of work and deportment, are sent to parents or handed to students four times a year. Parents are requested to examine these reports carefully, and to co-operate with the Principal and teachers in securing better results if they should show unsatisfactory deportment or lack of thoroughness in scholarship on the part of the student.

ATHLETICS.

The Athletics of the school is under the control of the Student Athletic Association. This Association is divided into the Piedmont Athletic Club for the boys, and the Liberty Athletic Club for the girls. Both organizations elect their own officers; president, secretary, managers, coaches, etc. All action is subject to the approval of the Principal. All teams, to represent the school, are selected by the Faculty. Students who fail to do good work or whose deportment is unsatisfactory are not allowed to represent the school on any Athletic team. The policy of the school is to encourage all phases of athletics that do not injure the students in any way. Athletics is regarded as recreation and not as a profession.

SCHOLARSHIPS.

To the students making the highest average in all their school work, the school has had no trouble in securing

scholarships, entitling the winner to free tuition in the various colleges of the State. In no case, however, is there any effort made to secure each scholarships for one whose general bearing and conduct is unsatisfactory.

LECTURES AND ENTERTAINMENTS.

Believing in the educative process in its fullest sense, a schedule of lectures and addresses running through the entire school year is arranged. Men representing the professions and the various phases of commercial and industrial life will speak to the students during the coming year.

THE BAND.

The School Band meets once a week for practice. Mr. Conrad Motsinger the efficient director, very kindly gives his service. The progress made is very gratifying. The Band is often used to furnish music for other schools. Its stirring music on public occasions causes much favorable comment. All instruction in the department is free.

THE STUDY HALL.

We are sure that the opportunity that our teachers have to teach each class with no discipline to divert their attention gives them a decided advantage over teachers in some other schools. A teacher who tries to do two things at one time will not do either well. The high school students all sit in one large hall for study and a teacher is with them to render any assistance that they need. We realize that the time has come when parents are demanding the very best advantages possible for their children in every way, and for this reason we have adopted this system. There is an advantage to the students in that they have the opportunity to do all their studying without being disturbed by the teacher trying to instruct and the students working at the board. The school puts forth every effort to aid the student in doing the very best work possible. Thorough progress is the demand of the age.

SCOPE OF WORK.

The Institute prepares girls and boys for our leading colleges and the University. The stand of former students at Wake Forest and Meredith, and other colleges, bears testimony to the thoroughness of the work.

To students who are denied the privilege of going to college, we give a course as, in our judgment, will best prepare them to meet successfully the demands of the business, social and religious world.

A Certificate of Graduation will be granted to all who complete the course we offer. This certificate will be accepted by the higher institutions of learning. If a student should desire to leave off Latin and complete the other work the Institute would grant an English Certificate.

Students are warned not to purchase any books before entering as we reserve the right to change at any time.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

In the Primary Department the foundation for all future work is laid. Many have the erroneous idea that the children, during the first years of school life, need very little attention. But the Institute realizes that this department is the most important work in the school. Care is taken not to overtax the young children in the work outlined. A student who enters this department is absolutely safe. The one who is at the head of this work has a natural love for children coupled with a desire to do the best for those under her care.

The outline given below is free from the inflexible grades found so often in some schools. The course may be suited to the children and not the children to the course.

FIRST GRADE.

Primer.
First Reader: (Graded Classics).
Phonic Speller (Claxton).
Number Work.
Writing.
Language.
Nature Study.
Bible Study: Hymns and Old Testament Stories.
Drawing.
Singing.
Gymnastics: Physical exercise and games.

SECOND GRADE.

Second and Third Readers (Graded Classics).
Selections from Classics.
A Spelling Book (Faust and Griffin).
Number Work.
Writing.



Language.
Drawing.
Nature Study.
Singing.
Bible Study: Continuation of first year's work.
Gymnastics: Physical exercise and games.

THIRD GRADE.

Selections from Classics.
History: Reading from Thirteen Original Colonies.
Maury's Elementary Geography.
Milne's Progressive Arithmetic, Book I.
A Spelling Book.
Writing.
Language.
Nature Study.
Bible Study.: New Testament Stories and Hymns.
Drawing.
Singing.
Gymnastics: Physical exercise and games.

FOURTH GRADE.

Selections from Classics.
History: North Carolina History Stories; American History Stories.
Maury's Elementary Geography.
Hyde's Language Lessons, Book I.
Milne's Progressive Arithmetic, Book I.
A Spelling Book.
Culler's Physiology, Book I.
Writing.
Singing.
Nature Study.
Bible Study: New Testament Stories and Hymns.
Gymnastics: Physical exercise and games.

INTERMEDIATE DEPARTMENT.

In this department special attention is given to English and Arithmetic, these subjects being recognized as two fundamentals in all school work and of practical value in all vocations. Thoroughness of the work done by this department makes the higher departments a pleasure and the student is naturally inclined to venture farther in the school work.

FIRST YEAR.

Hyde's Language Lessons, Book I.
Selections from Classics.
Hill's N. C. History.
Maury's New Complete Geography.
Milne's Progressive Arithmetic, Book II.
Spelling.
Writing.
Singing.

SECOND YEAR.

Selections from Classics.
Smith's Our Language, Book II.
Milne's Progressive Arithmetic, Book III.
Maury's New Complete Geography, (Completed).
White's Beginner's History of the United States.
Holden's Real Things in Nature.
Spelling.
Writing.

THIRD YEAR.

Selections from American Literature.
Graded Lessons in English, Reed and Kellogg.
Milne's Progressive Arithmetic, Book III.
Hansell's History of the United States.
Culler's Physiology, Book II.
Agriculture—Stevens, Burkett and Hill.
Spelling.

HIGH SCHOOL DEPARTMENT.

The work in this department is designed to prepare girls and boys for college, and to equip those who never expect to enter college to meet the demands of life. The instructors are all college graduates and are thoroughly interested in their work. Every effort is put forth to give the students the very best advantages that can be afforded in any high school. A glance at the course will convince any one that the work is thorough in every respect.

ENGLISH.

The course in English is designed to lead the student to easy expression of the best that is in himself, and to such intelligent and happy appreciation of the world of books as will render his nature refined and ennobled, will awake him to lofty endeavor, and will bring him into sympathy with what is noblest and best in life.

During the entire course in both Rhetoric and Literature, loose-leaf note books are used, under the careful direction of the teacher. Emphasis is also laid on memorizing the choicest passages in the literature covered each year.

English I. Grammar reviewed, Composition, and Literature.

Composition: Practice in oral and written composition three times a week. Syke's Elementary English Composition; Spelling.

Literature: Two periods a week. Seven American Classics; Longfellow's Evangeline; Lowell's Vision of Sir Launfal. Choice passages committed to memory. Lives of great American writers.

Parallel Reading: Franklin's Autobiography; Irving's Sketch Book; Longfellow's Courtship of Miles Standish; Hawthorne's Twice Told Tales; Cooper's Last of the Mohicans.

English II. Composition and Literature.

Composition: Herrick's & Damon's Composition and Rhetoric. Emphasis is given to the structure of the sentence and the paragraph, and to good use in words. Practice in oral and written composition three times a week; Spelling.

Literature: Coleridge's Ancient Mariner; Tennyson's Idylls of the King; Poe's Poems and Tales, Scott's Ivanhoe. Lives of great English writers.

Parallel Reading: Bunyan's Pilgrim's Progress; George Eliot's Silas Marner; Goldsmith's Vicar of Wakefield; Blockmore's Lorna Doone, Stevenson's Treasure Island.

English III. Composition and Literature.

Composition: Brooks and Hubbard's Composition-Rhetoric, Part I. Short themes three times a week during the first half year, longer themes once a week during second half. Special attention to the structure and development of the paragraph; to unity, emphasis, and coherence in the whole composition; Spelling.

Literature: Shakespeare's Merchant of Venice and Julius Caesar; Scott's Lady of the Lake; Webster's Bunker Hill Oration; Lives of great English writers.

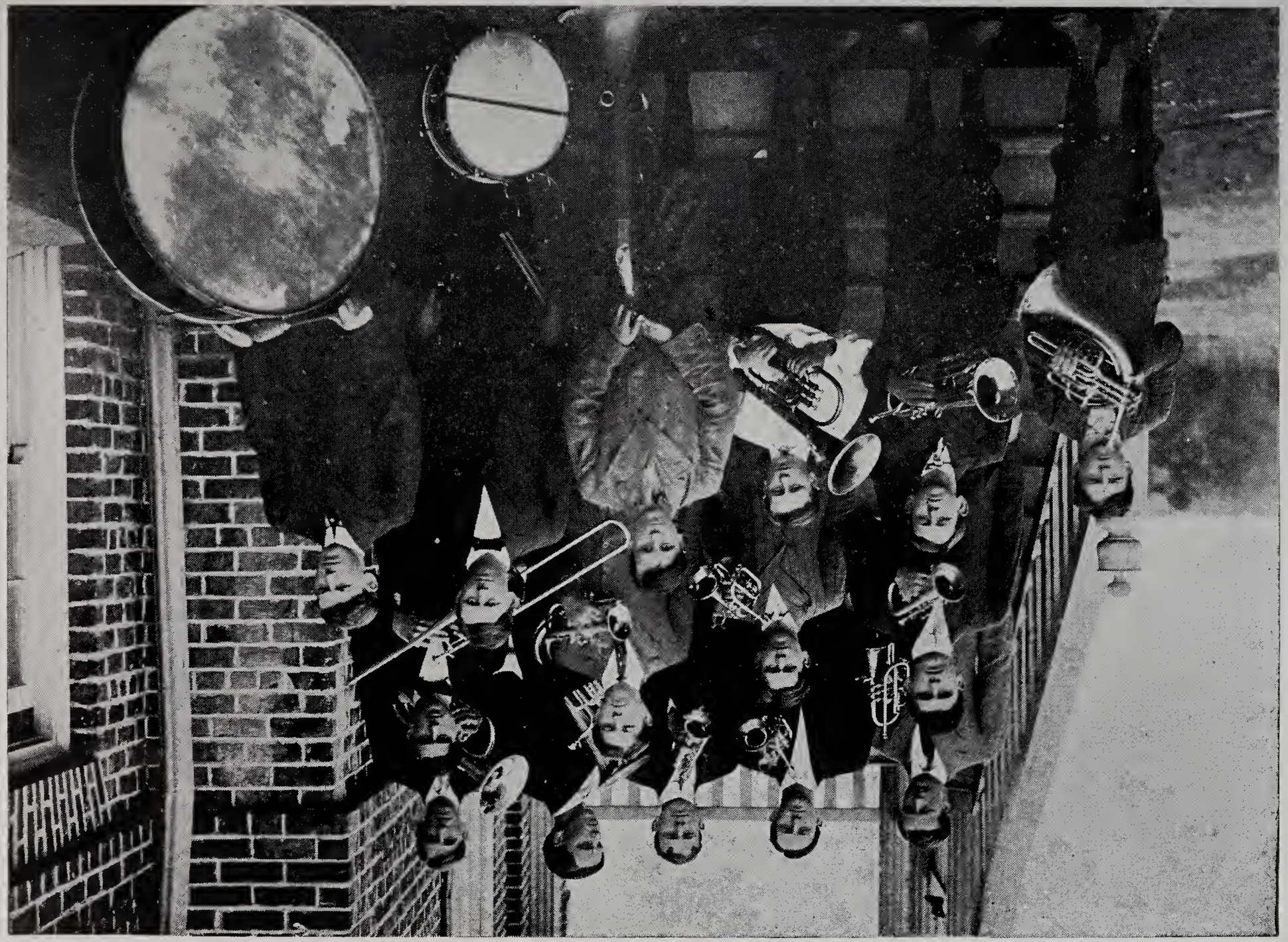
Parallel Reading: Washington's Farewell Address; Tennyson's Princess; Addison's Sir Roger de Coverly Papers; Hawthorne's House of Seven Gables.

English IV. Composition and Literature.

Composition: Brooks and Hubbard's Composition-Rhetoric, Part II. Weekly themes. Analysis and outlining of essays; Spelling.

Literature: Shakespeare's Macbeth; Milton's Minor Poems; Macaulay's Life of Johnson; Burke's Speech of Conciliation with America; Lives of great English writers.

SCHOOL BAND.



Parallel Reading: Dicken's A Tale of Two Cities; Emerson's Essays (selected); Ruskin's Sesame and Lillies; Milton's Paradise Lost.

HISTORY.

The object of the study of history should be to develop the power of comparison and judgment rather than mere exercise of the memory. "History properly taught offers the first opportunity for a growth of discriminative judgment, through history a child should be taught to exercise those qualities of common sense comparison, and plain everyday judgment which he needs for the conduct of his own life." To be able to understand the present and partially interpret the future a person must have an intelligence of past events and actions of men.

History I. English History (3 periods).

Text: Montgomery's Leading Facts of English History.

History II. Ancient History to 800 A. D. (3 periods).

Text: Myer's General History.

History III. Mediaeval and Modern European History (3 periods).

History IV. American History, Civics and North Carolina.

This work is intended to give a careful review of the subjects named. The main work is done by the students in the Library and Reading Room. The course is not necessary for college entrance, but it is very helpful to all, especially to those who never reach college.

MATHEMATICS.

The Institute realizes that this subject trains the student to think logically and accurately. Mathematics is one of the most exact sciences in any school. From a practical point of view no subject will serve the student better in his struggle with the world.

Mathematics I. The First Term is spent in reviewing carefully an advanced arithmetic. The review continues through the Second Term. (5 periods during the First Term, and 2 periods during the Second Term.)

Algebra is begun the Second Term. (3 periods).
Text: Wentworth's Elements of Algebra.

Mathematics II. Algebra (5 periods).
Text: Same as above.

Mathematics III. Algebra completed, (5 periods during First Term and 2 periods during the Second Term).

Geometry begun in Second Term (3 periods).
Text: Wentworth's College Algebra.
Text: Wentworth's Geometry.

Mathematics IV. Plane and Solid Geometry completed (3 periods).
Text: Wentworth's Plain and Solid Geometry.

Mathematics V. Plane and Spherical Trigonometry (3 periods).
Text: Wentworth's Trigonometry.
(Not required for college entrance).

LATIN.

If any man hopes to be a leader in the practical life of the times, he must have the power to think straight and to give forceful utterance to his thoughts. For this reason and for the power of the Roman language as a refining and broadening agency, we emphasize its study during the high school course. We endeavor to so correlate the study of Latin and English as to deepen the student's understanding and mastery of our own language. We encourage the student to look for the sources of our own language, our own institutions and our own culture, with the ultimate purpose that his taste for all that is high and noble in literature, art and citizenship may be cultivated.

Latin I. Forms and simple sentences. Declensions, conjugations, pronunciation, and principles of Syntax. Careful drill upon the arrangement of the words in the Latin sentences, (5 periods a week.)

Text: Beginner's Latin Book.

Latin II. Reading and Composition. Review of inflections and principles of Syntax. Translation of Faciles Fabulae, Viri Romae, or Via Latina. Reading aloud according to Roman method of pronunciation, with the special aim to train the pupil to grasp the meaning of the Latin sentence without translating into English. Practice in writing simple English into Latin. Book one of Caesar's Gallic War, (5 periods.)

Text: Beginner's Latin Book completed.

Latin III. Caesar and Composition. Prose Composition based on Caesar.

Text: Caesar's Gallic War completed, Allen and Greenough.
Text: Grammar, New Latin, Allen and Greenough.
Text: Composition, D'Ooge.

Latin IV. Cicero, Composition. Six Orations of Cicero, (3 periods); Prose Composition based on Cicero, (1 period): Sight reading (1 period).

Text: Cicero, Allen and Greenough.
Text: Sight Reading, D'Ooge.
Text: Prose Composition, D'Ooge.
Text: Grammar, Allen and Greenough.

Latin V. Virgil, Prose Composition. Six Books of Virgil's Aeneid. Emphasis on versification and poetic diction.

Text: Virgil, Greenough and Kittredge.
Text: Galey's Classic Myths.
Text: Grammar, Allen and Greenough.

MODERN LANGUAGES.

One year's work in either French or German is required of every candidate for a certificate of Graduation. Special effort is made to lay a solid foundation in grammar and to create a desire for further study of the languages.

GERMAN.

German I. Grimm's Kinder-und Hausmarchen, or Muller and Wenckebach's Gluck Auf.

German II. Storm's Immensee; Von Hillern's Hoher als die Kirche.

FRENCH.

French I. The first year is devoted to a careful study of the rudiments of grammar, easy exercises which fix in the mind the forms and principles of grammar. The reading covers from 100 to 175 pages.

Text: Fraser's and Squair's French Grammar.
Text: Super's French Reader.

French II. The second year reviews and continues a careful study of the rudiments of grammar. The reading covers from 250 to 400 pages.

Text: Fraser and Squair's French Grammar.
Text: About't Le Roi des Montagnes; Malot's Sans Famile; Foncin's Le Pays de France.

SCIENCE.

The average high school neglects this phase of the school work. But there is a demand for this work among the many who never expect to enter college so we offer a course which we are sure will be popular and profitable. No subject in the course will be more helpful to the student who is spending his or her last days in school. A knowledge of science enables a person to live intelligently. The last year



PIEDMONT BASKET-BALL TEAM.

in the Intermediate Department offers an introduction to this subject in the text Holden's Real Things in Nature.

Science I. Physical Geography, or Commercial Geography, (3 periods).

Texts: Tarr's New Physical Geography; Trotter's Commercial Geography.

Science II. Physics or Agriculture, (3 periods).

Texts: Higgins' Lessons in Physics; Burkett and Hill's Agriculture.

BIBLE.

In this course the Bible is treated not only as literature and history, but as a guide to moral and spiritual completeness. The instruction is not doctrinal in any sense. An effort is made to create a love for the study of God's Word. Special attention is given to the New Testament, emphasizing the principle teachings of Jesus.

Any one may take this course and rest assured that no effort will be made to teach any phase of any church doctrine.

Text: Bible, and helps to be selected.

EDUCATION AND NORMAL COURSE.

Education I. Principles of Teaching and Methods of Management.

This course is designed to prepare young men and young women for efficient work in the elementary schools. This course makes a systematic study of the principles of teaching and the methods of management. It deals with such topics as attention, interest, habit, emotions and will. The instructor realizes that there is a limit to the extent of this study in the high school, so does not make the course unpopular by undertaking too much. Methods of instruction and management are also discussed with an eye singled to the real needs of the teacher. The course is made as

practical as possible, much of the time is spent in applying these principles to the problems of the school work in a practical way. In connection with this is a Normal Course which reviews the elementary school subjects and gives special attention to the best methods of presentation.

Texts and reference to be selected.

Education II. Sunday School Pedagogy, (2 periods a week).

This course is planned to prepare for intelligent and moral teaching in the home and Sunday School. The best methods for every phase of the Sunday School work are discussed. Organization, management, grading, class teaching, etc.

Texts to be selected.

MUSIC.

The value of the study of Music as making life worth living ought to be emphasized. More and more the world is coming to know that music means more than a superficial polish—it is a necessity to well-rounded culture, because to an unusual degree it disciplines the mind, refines the spirit, and leads to full and rich enjoyment outside one's self. A woman is more a woman to be able to think the thoughts of great musicians of all time; her whole life must be deeper and sweeter thereby.

Besides the work is pianoforte, there is among the students an enthusiastic Chorus Class, under the management of the music director; this feature gives variety and pleasure to the entire school life. There is also a pleasant Reading Circle for the purpose of interesting the girls in the history of music and the lives of great composers. No charge is made for membership in the Chorus Club and Reading Circle.

Frequent recitals are given by the music students and Chorus Club. Three or more concerts are given during the year for the general public.

EXPRESSION.

The Institute recognizes the Department of Expression as an important factor in the educational scheme. It recognizes that expression is an art based upon the laws of nature—the outward expression of the inward emotion—high among the highest of fine arts; one of the easiest to dabble in, and one of the hardest in which to reach true excellence.

It is the aim of the course to harmonize all the faculties of the mind, and all the forces of natural expression, and to enable the students to enjoy, to appreciate, and to interpret correctly the thoughts and passions of the human soul. The students recite before the class weekly and public recitals are given frequently during the year.

The course consists of: Physical culture, talks on health, articulation, inflection, quality of tone, recitations and declamations, sight reading, platform and art gestures, study of monologues, original work in the adaptation of novels and dramas to platform use, Shakespeare's plays, dramatic sketches.

ART.

It is the aim of the school to afford opportunity for the study of Art as a part of a liberal education, and to inspire students with a desire for a professional career, either as teacher or artist. Besides the regular branch, the department offers a separate course in public school drawing. The training of an artist and that of a public school teacher are two totally different problems, though much of the foundation work must be the same. While a drawing teacher should be able to execute well, it is still more important that he should be able to prepare and present lessons suitable to the requirements of our public schools. To prepare the teachers of drawing who will be practical, thorough and methodical, with a certain technical skill, and who will understand the utility side of the subject as well as the artistic, is the aim of the department. To accomplish this, the course has been carefully planned, so that all

subjects and problems which are liable to confront a teacher in the public school, have been taken into consideration.

The following is the given outline of the course: Principle of Design, Applied Design, Color Work, Theory of Color, Perspective, Mechanical Drawing, Blackboard Work.

Course I. Regular Art Course. Drawing from geometrical solids and objects with simple massing of shadows in charcoal. Drawing in lead pencil, sketching in black and white, work from still life and flowers. Outdoor sketching in different mediums, charcoal, colored chalk, pen and ink drawing from nature.

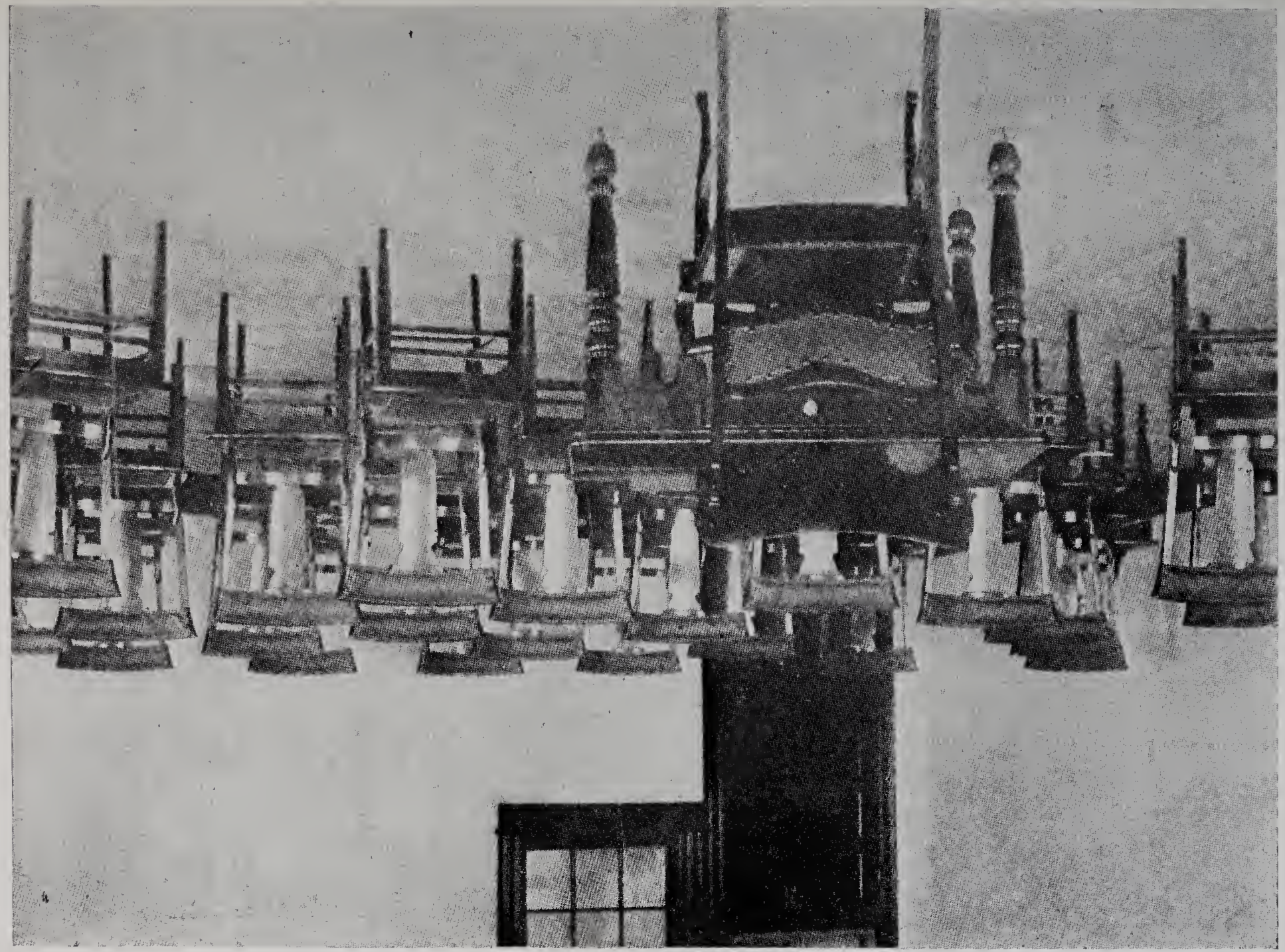
Elements of pen and ink rendering. Rendering with pen and brush. Rendering in Water Color.

Course II. General Design. Applied designs of book covers, wall paper, carpet, china painting, phyrography and other ornamental branches.

PHYSICAL CULTURE.

The average student is not at all careful about his physical condition. So often we see students wrapped up in their work and wearing their lives away and no effort being put forth to check this among the students. The course offered and required will remove this state of bad health found in so many schools. The object of this course is to see to it that the students who enter this school will return home stronger physically as well as mentally. The boarding students, boys, are required to take special exercise each morning at 6:45. No one is excused from these exercises unless a written request is sent direct to the Principal from the parent, or the student presents a certificate from a reliable physician stating that he is not able to take the exercise. The girls are required to take just such exercise as the Lady Principal deems best. Generally they play tennis, or basket ball, or take walks. An effort is being made to secure a building to be used for indoor games and for other exercise when the weather is unfavorable.

SOCIETY HALL.



EXPENSES.

We are very anxious that all of our patrons look carefully over the items of expense and understand thoroughly every item. During the first month of the Fall Term the total charges that are to be made by the school to each student will be sent to the parent or guardian. It is necessary that we have a part of this amount in advance. We shall credit each amount sent us and render you statements as to balance each month or quarter as you suggest. The Christmas holidays come within two days of dividing our school year in halves.

EXPENSES PER MONTH.

Primary Department	$1.00—$2.00
Intermediate Department	2.50— 3.00
High School Department	3.50— 4.00
Music	3.00
Elocution (Special)	2.50
Elocution (Class)	.50
Art	2.50
Normal Course	3.00
Typewriting	1.00
Incidental Fee (Day pupils)	.10
Board, including room-rent, lights and fuel	9.00

All students who room and board in the school buildings upon matriculating, make a deposit of $1.00 for the entire session. This deposit is liable for any injury to school property for which the students are responsible. At the end of the session it is returned, after deducting any charges that may have been made against it.

Upon matriculation each boarding student and all high school pupils are required to pay a matriculation fee of $2.00. A fee of fifty cents is charged for all special examinations.

TERMS.

All boarding students are required to pay one month's expenses in advance before being registered as a regular

student in class, unless special arrangements have been made beforehand. Any one desiring special terms must make them with the Principal before the entrance of the student.

To all patrons who send three or more children a discount of ten per cent will be given on literary tuition.

It is important that all students desiring room in the dormitories make a deposit of $2.00 by August 10. This amount will be deducted from the first month's expenses. The Trustees insist that all bills be paid promptly. Make all checks payable to Liberty-Piedmont Institute.

MINISTERS.

All young men who are preparing for the work of the ministry will receive free tuition. To be recognized as a ministerial student the school requires the student to furnish a written recommendation from his pastor and church. If, in the judgment of the Faculty, any ministerial student proves to be unworthy of this consideration, he will be notified that tuition will be charged.

FURNISHINGS.

All boarding students should provide themselves with a pair of sheets (for double bed), a pair of pillow cases, blankets, laundry bag, counterpane, towels, soap, four napkins and a napkin ring. Students are also required to furnish their rooms with a pitcher and wash-bowl, which can be bought here.

REMARKS TO PARENTS.

Parents and Guardians are earnestly requested not to encourage irregular attendance; not to allow their sons or daughters to be absent from either the opening or closing exercises of the session. Students who enter late are handicapped throughout the year. Every absence from recitation causes a decrease of interest. The work of the ses-

sion is not finished until the final examinations have been held. In case of necessary irregularity, parents are requested to notify the Principal of the existing necessity. Permission is granted students to leave the place in term time (special or urgent cases excepted) only on written request of parent or guardian.

Parents are requested to provide their children with only a reasonable amount of spending money. The merchants have been asked not to credit any student without a written order from the parents or guardian. It is a good plan to have your boy or girl submit an itemized statement of the money spent each month. This will teach a valuable lesson and save trouble.

Patrons should always write to the Principal, and not to their children, in regard to changes in study, permission to visit, or other special privileges.

In case of complaint on the part of a student, the parent is requested to see or write to the Principal in regard to the same.

Parents are asked to communicate freely with the Principal relative to matters pertaining to the welfare of their children.

It is expected that parents will co-operate with the school in maintaining such regulations as experience has shown to be necessary for the best interests of those committed to its care.

TESTIMONIALS.

From Wm. Louis Poteat, President Wake Forest College, Wake Forest, N. C.:

I am glad to be able to recommend warmly to the public the management and teachers of the Liberty-Piedmont Institute whom I have the pleasure to know. The Principal, Mr. John M. Cheek, received his Bachelor of Arts degree from Wake Forest College in May, 1911, after a successful student career of four years. He is a man of a certain maturity of judgment and solidity of character combined with the capacity for leadership. I look for him to continue, with success the noble work which the Institute has been doing for our people. The Lady Principal I believe to be possessed, in an unusual degree, of the qualities which her position requires.

From Rev. R. T. Vann, D. D., President Meredith College, Raleigh, N. C.:

I consider the Liberty-Piedmont Institute one of our best secondary schools, both in the work it does and its religious spirit. The students that have come to us from that school have not only entered well but have maintained themselves creditably in their classes.

From Rev. M. L. Kesler, Manager of the Baptist Orphanage, Thomasville, N. C.:

To all who wish to send their boys and girls to a good high school, I can most heartily recommend the Liberty-Piedmont Institute for several reasons. It is a small village composed of excellent people in which the leading citizens have sacrificed much for the school, insuring their continued interest in its higher welfare; it is a denomina-



BASE-BALL TEAM.

tional school, though not unpleasantly so, and stands for Christian education; it not only stands for religion and morals, but does solid work in every way. Here is the place for our boys and girls who seek to prepare themselves for the highest in life.

From Col. Wm. A. Blair, Vice-President and Cashier of The Peoples' National Bank, Winston-Salem, N. C.:

It was my great privilege, recently, to visit the Liberty-Piedmont Institute and to meet the pupils and teachers and to make an investigation of the work which they are doing. It gives me pleasure to say that the building is a surprise and a revelation to any visitor, being well appointed and magnificent in every way.

The teachers are doing good work and their results are striking and interesting.

The student body impresses one as being far above the average.

The influence and surroundings of the school are ideal. No parent will make a mistake in sending a son or a daughter to Liberty-Piedmont Institute. It gives me pleasure to say this.

From Prof. John B. Carlyle, Wake Forest College:

It gives me pleasure to bear testimony to the high character of the work done in the Liberty-Piedmont Institute. Its students, who have entered Wake Forest College, in the thoroughness of their reputation and the excellence of their deportment, have reflected great credit on the Institute.

From Prof. P. S. Vann, Supt. Public Instruction of Davidson County, Lexington, N. C.:

No institution in the State is doing more thorough work than Liberty-Piedmont Institute. There is not a more beautiful nor a better equipped building to be found any-

where. The location is all that could be desired. It is entirely free from malaria and fever. The record of the faculty and students in their activity in religious work has been beautiful.

From Mr. Archibald Johnson, Editor Charity and Children, Thomasville, N. C.:

I have been brought into quite close contact with many of our North Carolina High Schools, and do not hesitate to say that the Liberty-Piedmont Institute stands in the front rank with the very best.

The students, in the different colleges, that have gone out from the school, have given it a high reputation because of their thorough preparation and excellent deportment.

Its fortunate location, and its freedom from the evil influences that surround centers of population make it a safe place for boys and girls in the formative period of their lives.

From His Excellency, Governor W. W. Kitchin, Raleigh, North Carolina:

I know the Liberty-Piedmont Institute, situated at Wallburg, North Carolina.

It is located in a healthful country community of splendid people. It is under excellent management, and is doing a great work. I cheerfully commend it to the public.

MISCELLANEOUS.

All students are required to use books adopted by the school. The right to change text-books without notice is reserved; therefore, we advise students not to buy books before entering. Books and stationery can be obtained here.

Classes will be formed at the beginning of each term, and students who enter late must enter classes already formed.

The Principal is always glad to answer any question and to assist in any way in making arrangements for board, room and so forth.

Patrons and other friends of the school are invited to visit us at any time.

ALL LINEN SHOULD BE MARKED WITH FULL NAME.

Arrangements can be made for laundry work at reasonable rates.

Students from a distance will come to Winston-Salem, High Point or Thomasville, where they will be met on August 26th, and January 1st, if the Principal has been notified, and conveyed to Wallburg for $1.00; except on these days a charge of one dollar and fifty cents will be made. A charge of twenty-five cents will be made for baggage.

Letters and packages should be addressed in care of Liberty-Piedmont Institute. Packages sent by express (Winston-Salem is the nearest express-office) should be prepaid.

Our class-rooms are furnished with patent desks, the best blackboards, maps and other equipment.

Telegrams should be sent to Winston-Salem, (care of Liberty-Piedmont Institute), from which place they will be telephoned to the Institute at once, without extra expense.

Parents will please remember that we have separate dormitories for boys and girls, and that no social intermingling is allowed except under the eye of a teacher.

All privileges depend upon promptness, regularity, satisfactory class-work and general deportment.

No student is allowed to keep in his possession any fire-arm or other dangerous weapons, without permission from the Principal.

The boys rooms are inspected several times a week and a written report of their condition is filed in the Principal's office.

Cigarettes, intoxicants, profane or obscene language, card playing or any conduct calculated to damage the school is strictly forbidden. A student who is not willing to be governed by the rules and regulations need not apply for admission. We need students; but we desire no one who has no earnest purpose in school life, or whose influence might prove damaging to the school. The members of the school are expected to be ladies and gentlemen in the best sense of the word.



BASKET-BALL TEAM, (GIRLS.)

REGISTER OF STUDENTS 1911-1912.

Name.	Parent's Name.	County.
Alston, Joseph Leon	J. J. Alston	Hertford
Askew, Eliott	Geo. E. Askew	Hertford
Atkins, Geneva	Charles Atkins	Davidson
Bailey, Albert Walter	John C. Bailey	Stokes
Bailey, Thomas Poultney	John C. Bailey	Stokes
Bazemore, William Milton	Baptist Orphanage	Davidson
Beckerdite, Madie	Geo. H. Beckerdite	Davidson
Bryant, Dona Louise	Mrs. Mary F. Bryant	Harnett
Cecil, Hammet Andrew	Y. F. Cecil	Davidson
Clinard, Annie	J. B. Clinard	Davidson
Clinard, Cassie	G. W. Clinard	Davidson
Clinard, Dempsie	G. W. Clinard	Davidson
Clinard, Florence	A. W. Clinard	Davidson
Clinard, Fletcher	A. W. Clinard	Davidson
Conrad, Druid Homer	D. F. Conrad	Davidson
Cross, Sula Pearl	B. R. Cross	Davidson
Current, Nettie	R. C. Current	Rowan
Clodfelter, Wilmer	Eugene Clodfelter	Davidson
Dark, Thomas Jefferson, Jr.,	T. J. Dark	Chatham
Dimmette, Claude Chester	J. F. Dimmette	Wilkes
Dyer, Willard McLeod	Mrs. E. J. Simmons	Guilford
Edwards, James J.	J. M. Jordan	Chatham
Everhart, Elkin	J. H. Everhart	Davidson
Everhart, Havannah	J. H. Everhart	Davidson
Garrison, John Andrew	John Garrison	Davidson
Garrison, Edna	John Garrison	Davidson
Green, Pearl Agnes	W. P. Green	Davidson
Green, Harlie Burton	W. P. Green	Davidson
Green, Fleta Viola	R. L. Green	Davidson
Green, Lessie	W. P. Green	Davidson
Green, Lillie	W. P. Green	Davidson
Gwyn, Allen Hatchett	J. P. Gwyn	Caswell
Harris, Maggie Ruffin	T. M. Bumpass	Caswell
Harrison, Mary Elizabeth	W. S. Harrison	Caswell

Name.	Parent's Name.	County.
Hamlin, Leonard	M. S. Hamlin	Forsyth
Hamlin, Blanche	M. S. Hamlin	Forsyth
Hayworth, Kila May	B. C. Hayworth	Davidson
Hayworth, Mattie Ethel	D. M. Hayworth	Davidson
Hedgecock, Pervie Franklin	J. M. Hedgecock	Davidson
Hepler, Early H.	Henderson Hepler	Davidson
Hennings, Laurie,	Mrs. N. L. Hennings	Forsyth
Hendricks, Wade	M. J. Hendricks	Davie
Hendricks, Era	M. J. Hendricks	Davie
Hine, Early S.	J. W. Hine	Davidson
Hine, Annie	J. W. Hine	Davidson
Hine, Carrie	J. W. Hine	Davidson
Hollowell, Sallie Mae	Asa Saunders	Bertie
Hoots, Lillian	James O. Hoots	Wilkes
Idol, Jessie	W. H. Idol	Davidson
Johnson, Fay	Ben Johnson	Davidson
Johnson, Ashley	Ben Johnson	Davidson
Johnson, Susan Janie	W. J. Johnson	Stokes
Jordan, Claude W.	H. H. Jordan	Chatham
Jordan, Ralph B.	M. J. Jordan	Chatham
Kennedy, Fred Newby	B. C. Kennedy	Davidson
Kesler, John M.	Rev. M. L. Kesler	Davidson
Keller, Erastus	Mrs. M. A. Keller	Alexander
Keller, Grace	Rev. O. A. Keller	Davidson
Keller, Lois	Rev. O. A. Keller	Davidson
Lea, Ruby King	William Lea	Caswell
Lindsay, Clyde L.	Mrs D. F. Lindsay	Davidson
Lindsay, Lawrence	Mrs D. F. Lindsay	Davidson
Linville, Ernest Fair	E. C. B. Linville	Davidson
Long, Olga Perth	Geo. H. Beckerdite	Davidson
Long, Fannie	J. R. Long	Davidson
Long, Ray	J. R. Long	Davidson
Mason, Edith Estelle	J. H. Mason	Mecklenburg
Mason, Paul H.	J. H. Mason	Mecklenburg
Mason, Evelyn	J. H. Mason	Mecklenburg
Mason, Ola	J. H. Mason	Mecklenburg
Masten, Reuben	J. R. Masten	Davidson
Miller, Olivia	A. S. Miller	Davidson

Name.	Parent's Name.	County.
Miller, Lola	A. S. Miller	Davidson
Mock, John	Jacob Mock	Davidson
Mock, Loftin	Jacob Mock	Davidson
Morgan, Fred Lee	Duke Morgan	Davidson
Motsinger, Carrie Edna	G. B. Motsinger	Davidson
Motsinger, Jay Marvin	J. M. Motsinger	Davidson
Motsinger, Lucy	J. M. Motsinger	Davidson
Motsinger, Morris	J. M. Motsinger	Davidson
Motsinger, Chester	A. S. Motsinger	Davidson
Motsinger, Grady	J. B. Motsinger	Davidson
Murphey, Shelia	Shelia Murphey, Sr.	Davidson
McCuiston, Walter A.	J. J. McCuiston	Davidson
McCuiston, John	J. J. McCuiston	Davidson
McCuiston, Lettie	J. J. McCuiston	Davidson
McCuiston, Claude	J. J. McCuiston	Davidson
Neal, J. Glenn	J. H. Neal	Davidson
Neal, Lucie	J. H. Neal	Davidson
Neal, Eura	J. H. Neal	Davidson
Neal Hassel	J. H. Neal	Davidson
Paschal, Raymond E.	J. W. Paschal	Caswell
Phifer, Conley	Thomasville Orphanage	Davidson
Pitts, Emerson W.	A. J. Pitts	Davidson
Plunkett, Percy	Mrs. E. V. Plunkett	Forsyth
Plunkett, Carl	Mrs. E. V. Plunkett	Forsyth
Reid, Connie May	George Reid	Davidson
Reid, Sam	George Reid	Davidson
Reid, Walter	Eli Reid	Davidson
Robinson, Clyde	James A. Robinson	Guilford
Reece, Alberta	J. L. Reece	Davidson
Reece, Thersia	J. L. Reece	Davidson
Sell, Andrew Jackson	Daniel Sell	Davidson
Story, Gladstone	G. B. Story	Hertford
Sledge, Robert F.	F. M. Sledge	Forsyth
Smith, Edgar	P. S. Smith	Davidson
Smith, Ezora	C. A. Stone	Davidson
Smith, Hattie Bell	John Smith	Iredell
Smith, D. M.	Rowan Smith	Davidson
Stone, William Stewart	R. L. Stone	Davidson

Name.	Parent's Name.	County.
Stone, Dosia	R. L. Stone	Davidson
Stone, Homer	R. M. Stone	Davidson
Spurgeon, John	C. E. Spurgeon	Davidson
Spurgeon, Blanche	C. E. Spurgeon	Davidson
Sharpe, Troy E.	J. A. Sharpe	Davidson
Stephens, Mabel	P. T. Stephens	Caswell
Swann, Broadus B.	T. B. Swann	Iredell
Slate, Beulah	J. E. Slate	Stokes
Sink, Mildred Lestie	Charles Sink	Davidson
Snider, Albert M.	P. M. Snider	Davidson
Snider, Charles L.	R. L. Snider	Davidson
Stamps, John Gwyn	W. R. Stamps	Caswell
Swaim, Harvey F.	Erastus Swaim	Davidson
Teague, Etta Aurelia	C. H. Teague	Davidson
Teague, Clay Vann	C. H. Teague	Davidson
Teague, Ray	C. H. Teague	Davidson
Tesh, Sarah F.	Mrs. James Robinson	Forsyth
Thomas, Joseph B.	A. S. Thomas	Davidson
Trexler, William K.	Z. T. Sharpe	Davidson
Tysinger, D. S.	W. T. Tysinger	Davidson
Wall, Ida Ethel	G. W. Wall	Davidson
Wall, Claudia M.	G. W. Wall	Davidson
Wall, Clara	G. W. Wall	Davidson
Wall, Lillie	G. W. Wall	Davidson
Wall, Mary	G. W. Wall	Davidson
Wall, Oliver	G. W. Wall	Davidson
Wall, Martha C.	C. M. Wall	Davidson
Wall, Carrol	C. M. Wall	Davidson
Wall, Gladys	C. M. Wall	Davidson
Wall, Fletcher	C. M. Wall	Davidson
Wall, Charles	C. M. Wall	Davidson
Wall, Iola	C. M. Wall	Davidson
Wall, Pervie	T. S. Wall	Davidson
Wall, Leota	T. S. Wall	Davidson
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Name.	Parent's Name.	County.
Wallace, Sarah	Mrs. Annie Wallace	Davidson
Weavil, Lee	J. H. Weavil	Davidson
Weavil, Daniel	R. F. Weavil	Davidson
Welch, Hobert	Noah Welch	Davidson
Williard, Conrad	Henry Williard	Davidson
Williard, Hubert	J. W. Williard	Davidson
Williard, Joseph Oscar	J. M. Williard	Davidson
Williard, Clay	J. M. Williard	Davidson
Woods, Ethel Graham	S. G. Woods	Davidson
Wyre, Marion	J. Q. A. Wall	Caswell
Wyre, Mary	J. Q. A. Wall	Davidson
Wyre, Ollie	Dorse Wyre	Davidson
Wyre, Berch	Harrison Wyre	Davidson
Yokeley, Karon	J. W. Yokeley	Davidson
Yokeley, Lema	J. W. Yokeley	Davidson
Yokeley, Wade	J. W. Yokeley	Davidson
Yokeley, Rosa	J. W. Yokeley	Davidson
Yokeley, Virgie	J. W. Yokeley	Davidson
Yorke, Howard	Mrs. M. L. Yorke	Forsyth

STUDENTS IN ELOCUTION.

Hammet Cecil
Cassie Clinard
Druid Conrad
Willard Dyer
James Edwards
Pearl Green
Allen Gwyn
Blanche Hamlin
Maggie Harris
Elizabeth Harrison
Era Hendricks
Wade Hendricks
Fay Johnson
Ralph Jordan
Fred Kennedy
Lawrence Lindsay
Fannie Long
Troy Sharpe
Robert Sledge
Hattie Bell Smith
Charles Snider
Albert Snider
Mabel Stephens
Dosia Stone
Stewart Stone
Willie Trexler
Clara Wall
Mary Wyre

STUDENTS IN PIANO.

Nettie Current
Blanche Hamlin
Sallie Hollowell
Ralph Jordan
Grace Keller
Lois Keller
Fannie Long
Lettie McCuiston
Estelle Mason
Olivia Miller
Loftin Mock
Eura Neal
Lucie Neal
Troy Sharpe
Blanche Spurgeon
Mabel Stephens
Claudia Wall
Ida Wall
Martha Wall
Iola Wall
Gladys Wall
Ethel Woods
Lema Yokeley
Howard Yorke

STUDENTS IN NORMAL COURSE.

Geneva Atkins
Sula Cross
Pearl Green
Jessie Idol
Fay Johnson
Edgar Smith
Era Hendricks

STUDENTS IN ART.

Willard Dyer
James Edwards
Elizabeth Harrison
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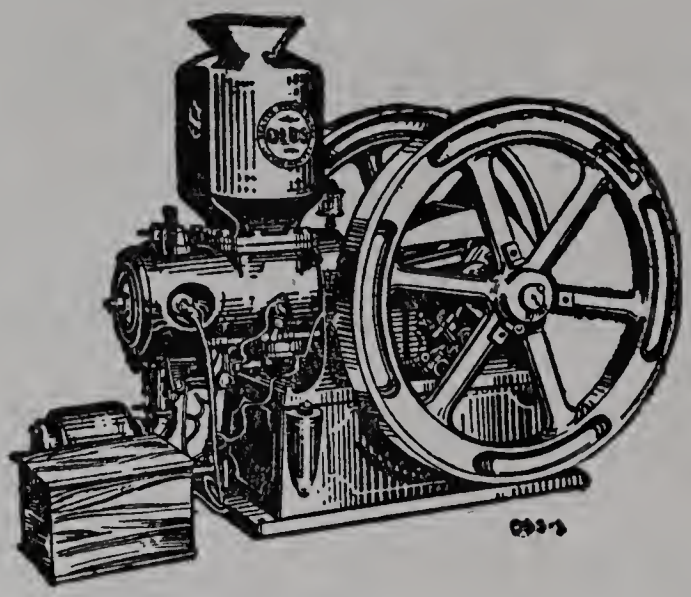
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